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ABSTRACT

Large numbers of children in America's rural areas are poor and face growing risks to their success in school. Increases in poverty and other demographic changes will challenge rural schools' ability to help their children meet high educational standards. Changes in poverty among rural children also will affect the amount of Chapter 1 funding that rural areas receive. The number and characteristics of poor rural children were determined from a special tabulation of data from the 1980 and 1990 censuses. During the 1980s, the total number of rural children decreased by 6.7 percent, but the number of poor rural children increased by 2.5 percent. Other risk factors prevalent among poor rural children included a 26 percent increase in the number of single-parent families headed by women and a continued high percentage of parents with low education levels. Poverty rates among rural children were highest in the Southwest and the South, and were higher among minority groups than among whites. Recently proposed changes in the criteria for county eligibility for Chapter 1 grants would affect more rural counties than urban counties and more rural children than urban children. About 12 percent of all rural poor children live in counties that would lose eligibility for Chapter 1 concentration grants. Appendices contain graphs, figures, and data tables; methodology; and numbers of poor rural children and all poor children by state and ethnic group. (SV)

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United States General Accounting Office

GAO

Briefing Report to the Chairwoman, Congressional Rural Caucus, House of Representatives

January 1994

RURAL CHILDREN

Increasing Poverty Rates Pose Educational Challenges

ED 366 488

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GAO

United States
General Accounting Office
Washington, D.C. 20548

Health, Education, and
Human Services Division

B-253716

January 11, 1994

The Honorable Jill Long
Chairwoman, Congressional Rural Caucus
House of Representatives

Dear Madam Chairwoman:

Large numbers of children in America's rural areas are poor and face growing risks to their success in school. Increases in poverty and other demographic changes will challenge rural schools' ability to help their children meet high educational standards.[1] Changes in poverty among rural children also will affect the amount of funding rural areas receive under Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965 (ESEA),[2] the federal government's largest program for elementary and secondary schools.

In light of these concerns and the reauthorization of the Chapter 1 program, you requested that we examine changes in key demographic characteristics of rural children[3] between 1980 and 1990; for example, changes in population size, family composition, and various risk factors.[4] We focused on national and state data on rural children in families with incomes below the poverty level.[5] We also agreed to provide information on the number of counties that are currently eligible for Chapter 1 funding but would no longer be eligible under proposed changes to the program's county eligibility criteria, including the number of poor children in these counties. We briefed your staff on our preliminary review results both on

[1]In 1990 the President and the nation's governors agreed to a set of six National Education Goals to be reached by the year 2000: (1) readiness for school, (2) graduation from school, (3) academic achievement and citizenship, (4) math and science achievement, (5) adult literacy, and (6) drug-and violence-free schools. The third and fourth goals, in particular, call for high academic standards in certain school subjects.

[2]Unless we specify otherwise, we use the term Chapter 1 to mean Chapter 1, Part A, which provides grants to local educational agencies (LEAs). In this report the term school district is synonymous with LEA.

[3]Unless specified otherwise, "children" refers to school-age children (aged 5 to 17) living in families (households where one or more persons are related).

[4]Risk factors are those characteristics that often pose significant obstacles to achieving academic success in school. Included among these factors are family composition, education level of most educated parent, and parents' employment status.

[5]We rely on the definition of poverty status used by the Bureau of the Census and prescribed by the Office of Management and Budget (OMB). For example, the definition of poverty status in the 1990 Census includes those children living in a family of four with annual household income below $12,674 in 1989.

September 23, 1993, and November 15, 1993 (see app. I). This briefing report presents our final results.

Results in Brief

During the 1980s, the total number of rural children declined and the number of poor children in rural areas increased. From 1980 to 1990, the total number of rural children decreased 6.7 percent, from 11.5 million to 11 million, compared with an increase among poor rural children of 2.5 percent, from 2.14 million to 2.19 million. These patterns mirrored the national decline in the total number of children and growth in the number of poor children during the 1980s. In addition, other risk factors were prevalent among poor rural children, including a growth of 26 percent in the number of single-female-parent families and a continued high percentage of parents with low education levels.

Rural poverty was concentrated by region and by race and ethnicity. For example, poverty rates among rural children were highest in the Southern and Southwestern portions of the United States. Also, in many of these states, the majority of the poor rural children were racial or ethnic minorities.

Rural counties make up over 80 percent of the counties that, under the administration's proposed county eligibility changes, would no longer be eligible for basic or concentration grants.[6] Less than 1 percent of poor rural children live in counties that would be affected by the proposed changes to county eligibility for basic grants. About 12 percent of poor rural children live in counties that would be affected by the changes to county eligibility for concentration grants. The effects of these changes would be spread throughout most of the nation.

Background

Previous research has documented some of the difficulties that rural schools face in providing educational services.[7] Some experts have found that rural schools face logistical difficulties due to geographic isolation that can create a need for costly long-distance busing. In addition, small school-age populations can hinder rural school districts' ability to provide comprehensive curricula or target programs to specific groups. Rural

[6]Explanations of the basic and concentration grants are found on page 3.

[7]For comprehensive summaries of research on rural education issues, see Joyce Stern, Condition of Education in Rural Schools, U.S. Department of Education, to be issued shortly; and Arloc Sherman, Falling by the Wayside: Children in Rural America, Children's Defense Fund, 1992.

schools also have had difficulties in recruiting and retaining qualified teachers due to lower salaries and geographic isolation.

Some rural schools also face a combination of high costs for providing education and relatively low fiscal capacities to fund education. Most schools, including rural ones, fund public education through property taxes. However, because of their modest tax bases, many rural school districts have a limited capability to generate revenues for educational expenditures.

Chapter 1 provides basic and concentration grants to schools to help educate disadvantaged children—children whose educational achievement is below the level appropriate for their age and who live in relatively low-income areas.[8] Funds are allocated to states according to the number of poor children[9] residing in their counties and the states' per-pupil spending. States then allocate the funds to school districts within the counties.[10]

Under current law, 90 percent of the Chapter 1 funds are allocated for basic grants; counties must have at least 10 poor children to be eligible for these funds. Concentration grant funds are intended to provide additional support to school districts with high concentrations of poverty. Also, under current law, 10 percent of the Chapter 1 funds are for concentration grants, and a county must have at least 6,500 poor children or a 15-percent poverty rate to receive these funds. Previous GAO work[11] showed that the allocation formula does not adequately take into account the need for

[8]In fiscal year 1994, Congress authorized over $6.3 billion through Chapter 1, with about 89 percent of the funds—$5.64 billion—allocated for basic grants and 11 percent—$694 million—for concentration grants. While funding allocations are calculated separately, concentration grants are not a separate program from basic grants. The two amounts are combined into one lump sum of funding for a county to use for remedial education.

[9]Chapter 1 eligibility and formula criteria consider for each county the number of formula children living in the county. Formula children are those aged 5 to 17 (1) in poor families, according to the latest decennial census and applying the Bureau of the Census' standard poverty income thresholds; (2) in families receiving Aid to Families with Dependent Children payments above the poverty level for a family of four; and (3) in certain institutions for the neglected or delinquent. This report focuses on the number of children in poor families, which represents about 96 percent of all formula children.

[10]Because formula data have never been available for LEAs, the federal government calculates grants on a county basis. In most states there are multiple LEAs per county, and the states allocate the county amounts using information available to them on the distribution of poor school-age children among the LEAs in each county.

[11]See Remedial Education: Modifying Chapter 1 Formula Would Target More Funds to Those Most in Need (GAO/HRD-92-16, July 28, 1992). GAO also reported that the current formula may underestimate the total number of poverty-related low-achieving children, especially in counties that have large numbers of poor children, thus underestimating the funding needs of these, mostly urban, counties.

extra assistance in areas with relatively less ability to fund remedial education services—such as some rural areas—because the funding formula does not account for variations in county or state fiscal capacities.

Scope and Methodology

To determine the number and characteristics of rural children, we used a special tabulation of data from the 1980 and 1990 decennial censuses that we obtained from the U.S. Bureau of the Census in December 1992. The tabulation contains detailed information about children and their families, including data on their race/ethnicity, family income and type, educational attainment and employment status of parents, and other characteristics. The tabulation includes this information for all counties in the United States, which are classified as either metropolitan or nonmetropolitan. The data can be aggregated by metropolitan area, state, region, and the nation.

In this report we use the metropolitan and nonmetropolitan classifications but substitute the terms "urban" and "rural," respectively. Metropolitan areas are counties or groups of counties with close economic and social relationships that meet the standards set by the Office of Management and Budget (OMB); counties not meeting the criteria are classified as nonmetropolitan.[12] We selected these definitions because of their prevalent use in research on rural issues. In addition, these classifications are at the county level, and Chapter 1 funds are allocated according to county-level poverty statistics.

Because the special tabulation is determined from the detailed sample files of the 1980 and 1990 decennial censuses, the data we present have associated sampling errors. For a further discussion of our methodology and the sampling errors, see appendix II. Data points for our briefing package in appendix I appear in appendix III. Tables containing detailed state-level data appear in appendix IV. We conducted our review between May 1993 and November 1993 in accordance with generally accepted government auditing standards.

[12]For further details on the terms "metropolitan/ nonmetropolitan" and "urban/rural," see appendix II.

Principal Findings

Number of Children Declined in Rural Areas During the 1980s

The number of rural children declined by 6.7 percent during the 1980s—from approximately 11.5 million in 1980 to under 11 million in 1990 (see fig. I.5). Similarly, the total number of children in the United States declined by 5.8 percent—from about 46.7 million to 44.4 million.[13] As a result, in 1990, rural children comprised about 25 percent of the nation's children, as they did in 1980.

The majority of rural children were white[14]—comprising 82.3 percent of rural children in 1980 and 80.8 percent in 1990. While the percentage of white and black rural children decreased, the percentage of Hispanic, Asian, and American Indian rural children increased (see fig. I.7).

Poverty Increased Among Children in Rural Areas

The number of poor rural children rose by 53,000 to 2.19 million during the 1980s and the total number of poor children in the United States rose by about 400,000 to 7.6 million. Poor rural children accounted for about 29 percent of all poor children in both 1980 and 1990. Partially because of the increase in the number of poor rural children and the decrease in the overall number of rural children, the rural poverty rate rose from 18.6 percent to 20.4 percent, well above the 1990 urban rate of 16 percent (see fig. I.8).

Poor Rural Children Became More Diverse

Although whites continued to comprise the majority of poor rural children during the 1980s, the percentage of poor rural Hispanics, American Indians, and Asians increased (see fig. I.11). However, in both 1980 and 1990 minorities comprised a disproportionate share of poor rural children, making up 19.2 percent of all rural children but 40.1 percent of poor rural children in 1990 (see table III.5).

The number of poor white children in rural areas increased 0.3 percent and the number of poor rural black children decreased 5.6 percent.

[13]For more information on the demographic changes of all school-age and urban children, see School-Age Demographics: Recent Trends Pose New Educational Challenges (GAO/HRD-93-105BR, Aug. 5, 1993).

[14]We use the 1990 decennial Census designation for race and ethnicity regarding Hispanic origin. The categories "white," "black," "Asian," "American Indian," and "Other Races" refer only to non-Hispanic members of those racial groups. All Hispanics, regardless of race, are included in the Hispanic category. The "Asian" category includes Asians, Pacific Islanders, and Hawaiians; and the "American Indian" category includes American Indians, Eskimos, and Aleuts.

However, among American Indians, Hispanics, and Asians, the number of poor rural children increased between 27.7 and 36.9 percent (see fig. I.12). Finally, for almost all racial groups, rural poverty rates were higher than urban poverty rates (see fig. I.13).

Other Risk Factors Present Among Poor Rural Children

While a higher percentage of poor rural children lived in married-couple families than poor urban children (see fig. I.15), the number of poor rural children in single-female-parent families increased during the 1980s and at a faster rate than among poor urban children (see fig. I.16). Poor rural parents had lower education levels than nonpoor parents, although poor rural parents had education levels similar to their urban counterparts (see fig. I.17).

Poverty Rates for Rural Children Highest in South and Southwest

Rural children's poverty rates were highest in the South and Southwest, where 16 states had rural poverty rates higher than the national rural poverty rate of 20.3 percent (see fig. I.19). In 14 states, minorities comprised at least 50 percent of the state's poor rural children (see fig. I.21). Over 50 percent of the poor rural children in each minority group were concentrated in a few states (see fig. I.22). Finally, eight of the states with the highest growth in the number of poor rural children actually had decreases in their number of nonpoor rural children (see fig. I.20).

Proposed Eligibility Changes for Chapter 1 Grants Affect More Rural Than Urban Counties

The administration recently proposed changes to the criteria for county eligibility for Chapter 1 basic and concentration grants. These changes are intended to target more Chapter 1 funds to those school districts in counties with the highest number of poor children or rates of poverty above the national average.[15] The eligibility changes would eliminate more rural counties than urban counties from program eligibility,[16] and more poor rural children than poor urban children would be affected by the

[15]A county's eligibility for Chapter 1 funds is not the only factor that would affect the allocation of funds under the proposed changes. In addition to changing eligibility criteria, the administration's proposal would also change the percentage of funds for basic and concentration grants from 90 percent for basic grants and 10 percent for concentration grants to 50 percent for each grant. This could provide for a significant redistribution of funds to the poorest areas. The proposal would guarantee a county at least 85 percent of its prior year's allocation for basic and concentration grants in order to protect counties that would no longer qualify for concentration grants from experiencing a sudden decrease in funding.

[16]In 1990 there were 3,143 counties in the United States—756 (24 percent) urban and 2,387 (76 percent) rural.

proposed criteria.[17] However, the affected counties and children are distributed throughout most of the nation.

Under the proposed changes to county eligibility for basic grants, counties would have to contain a minimum of 100 poor children, up from 10, or have poor children comprise 18 percent of the total number of children in the county, a new criterion.[18] Changing the criteria would exclude about 100 counties—most of them rural—currently eligible for basic grant funds. These counties contain about 6,200 poor children, of which about 5,900 live in rural areas. This accounts for less than 0.1 percent of all poor children and 0.3 percent of all rural poor children (see fig. I.24).

The proposed eligibility for concentration grants retains the current criterion that the county contain at least 6,500 poor children, but it increases the poverty rate criterion from 15 to 18 percent. This proposed eligibility change would eliminate 419 counties—most of them rural—currently eligible for concentration grant funds. These counties contain about 461,000 poor children (see fig. I.25), of which about 260,000 are rural poor. About 12 percent of all rural poor children live in counties that would no longer be eligible for concentration grants. Most of these counties, however, would still receive Chapter 1 funds under basic grants.

Conclusions

The increasing number of poor children in rural areas will pose challenges to state and local education systems as they attempt to meet the National Education Goals. The growing number of at-risk students could strain the capacity of rural school systems, which already face logistical difficulties in providing services and limited fiscal capacities. In addition, under the proposed changes to the criteria for county eligibility under Chapter 1, some rural counties would no longer be eligible for Chapter 1 basic or concentration grants. These counties have poverty rates below the national average or relatively small numbers of poor children. They may find it more difficult, nevertheless, to serve the rural children who are poor and at-risk.

[17]Our analysis only considers county eligibility for basic and concentration grants. We did not calculate funding allocations under the proposed criteria.

[18]According to the Department of Education, the 18-percent poverty rate is the national average determined from the 1990 decennial census. This rate is calculated using the number of poor school-age related children in families and all school-age related children in families in all states, including the District of Columbia and Puerto Rico. Our poverty rates, however, are based only on data from the 50 states and the District of Columbia.

As arranged with your office, we will send copies of this briefing report to the Secretaries of Health and Human Services and Education and other interested parties. We will also make copies available to others on request. If you have any questions concerning this briefing report, please call me at (202) 512-7014. Other major contributors to this report are listed in appendix V.

Sincerely yours,

Linda G. Morra

Linda G. Morra
Director, Education
and Employment Issues

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Abbreviations

CPS	Current Population Survey
ERS	Economic Research Service
ESEA	Elementary and Secondary Education Act
MSA	metropolitan statistical area
OMB	Office of Management and Budget
PES	Post Enumeration Survey

Rural Children: Increasing Poverty Rates Pose Educational Challenges

Figure I.1:

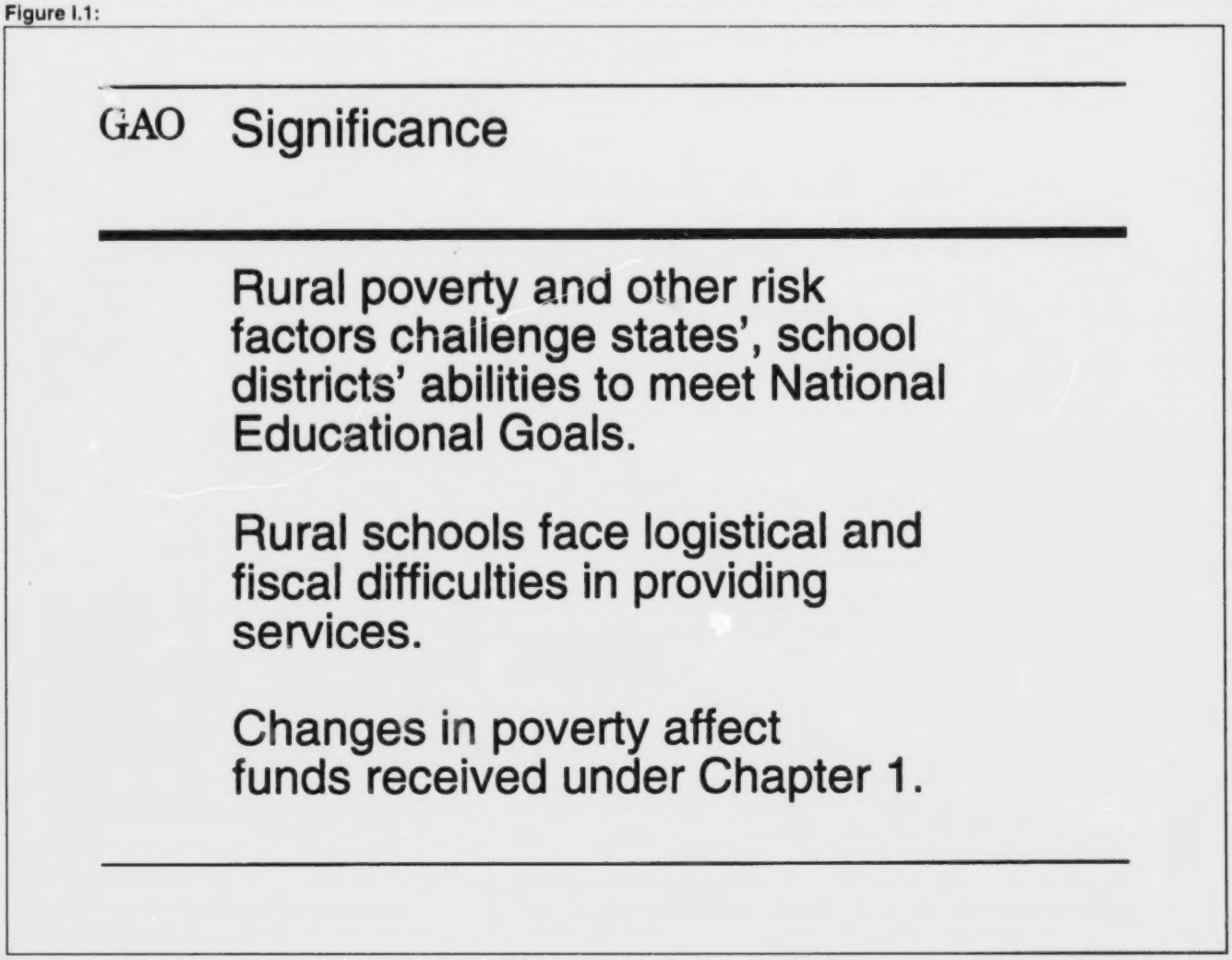

GAO Significance
Rural poverty and other risk factors challenge states', school districts' abilities to meet National Educational Goals.
Rural schools face logistical and fiscal difficulties in providing services.
Changes in poverty affect funds received under Chapter 1.

Figure I.2:

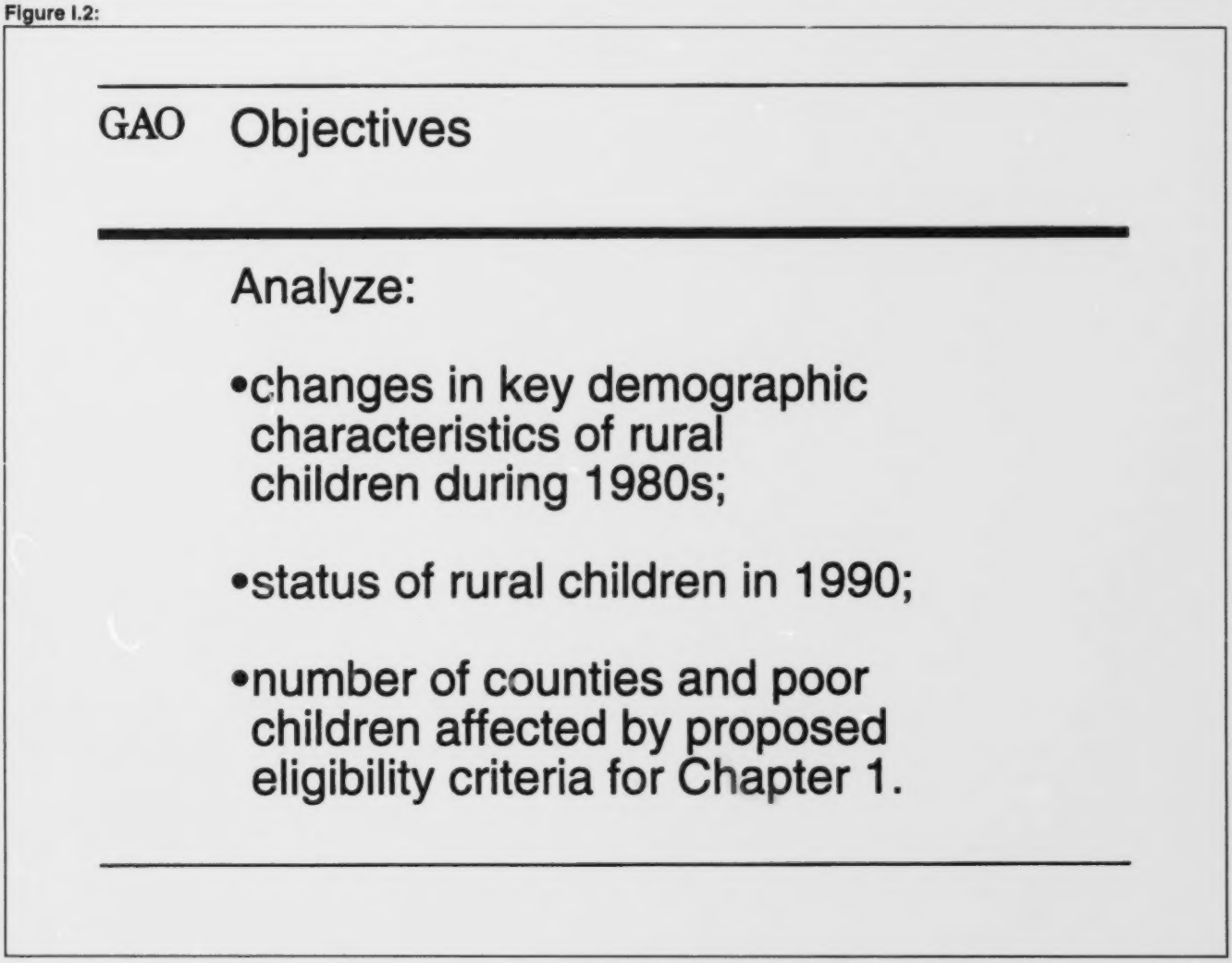

GAO Objectives
Analyze:
•changes in key demographic characteristics of rural children during 1980s;
•status of rural children in 1990;
•number of counties and poor children affected by proposed eligibility criteria for Chapter 1.

Figure I.3:

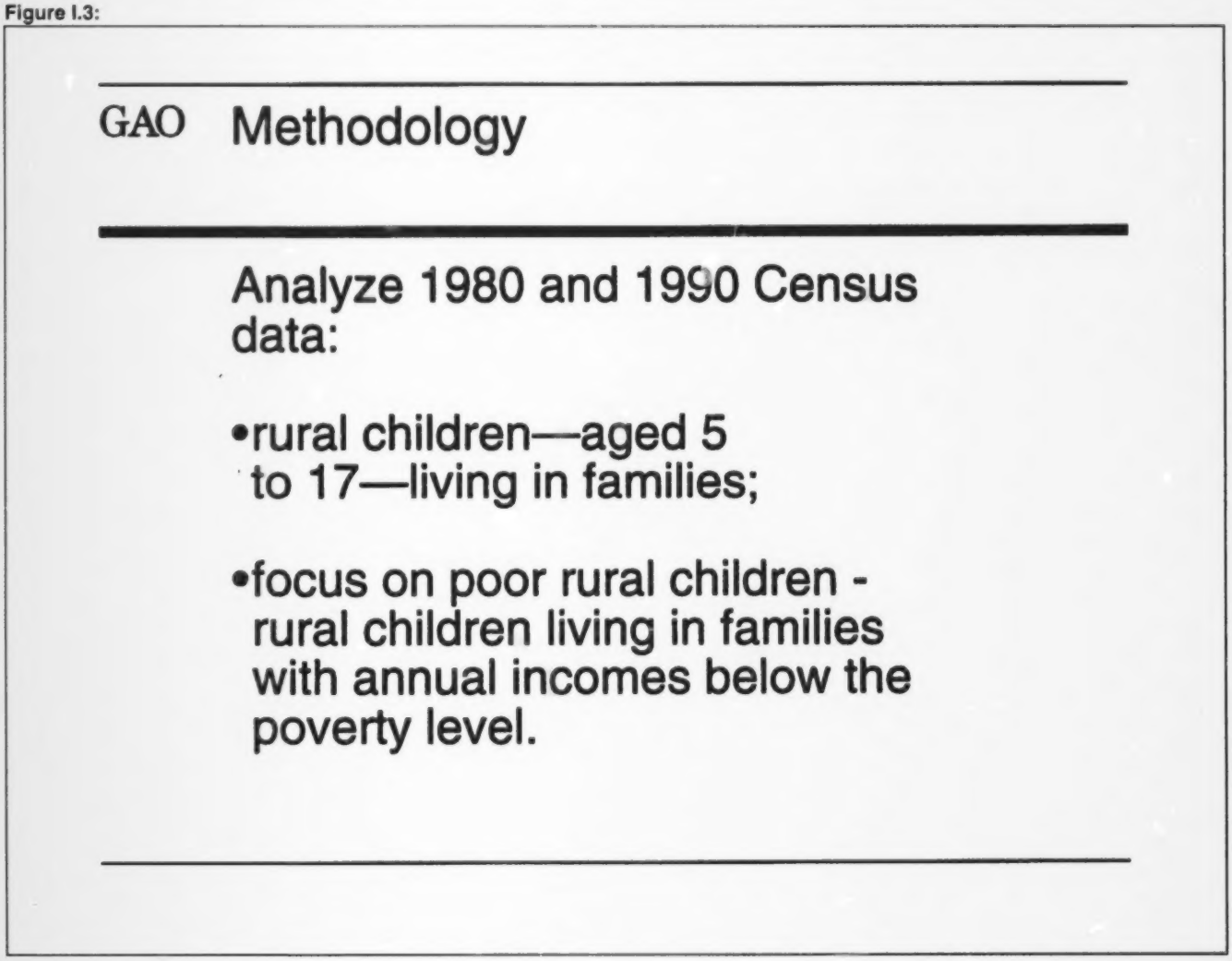

GAO Methodology
Analyze 1980 and 1990 Census data:
•rural children—aged 5 to 17—living in families;
•focus on poor rural children - rural children living in families with annual incomes below the poverty level.

Figure I.4:

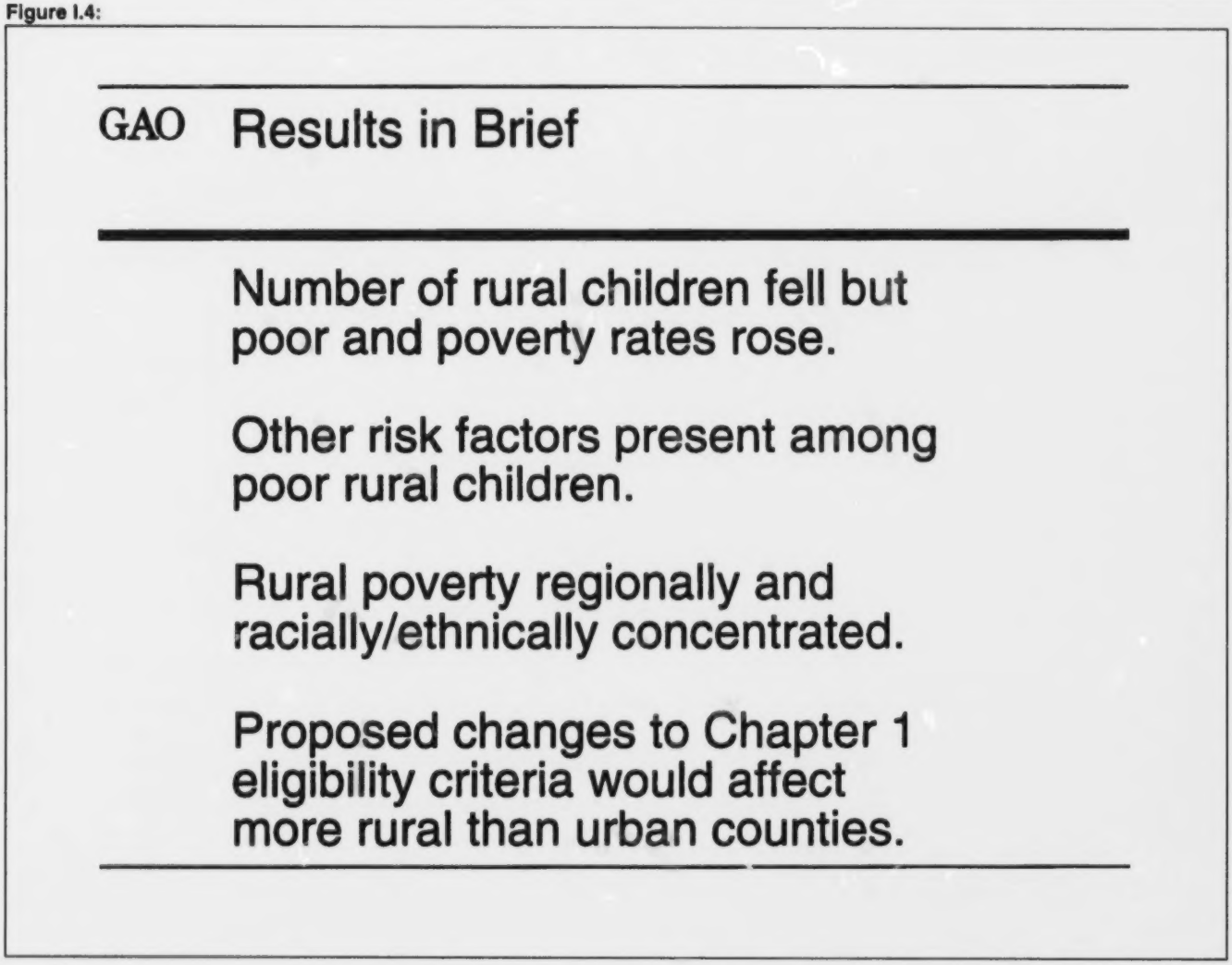

GAO Results in Brief
Number of rural children fell but poor and poverty rates rose.
Other risk factors present among poor rural children.
Rural poverty regionally and racially/ethnically concentrated.
Proposed changes to Chapter 1 eligibility criteria would affect more rural than urban counties.

Figure I.5:

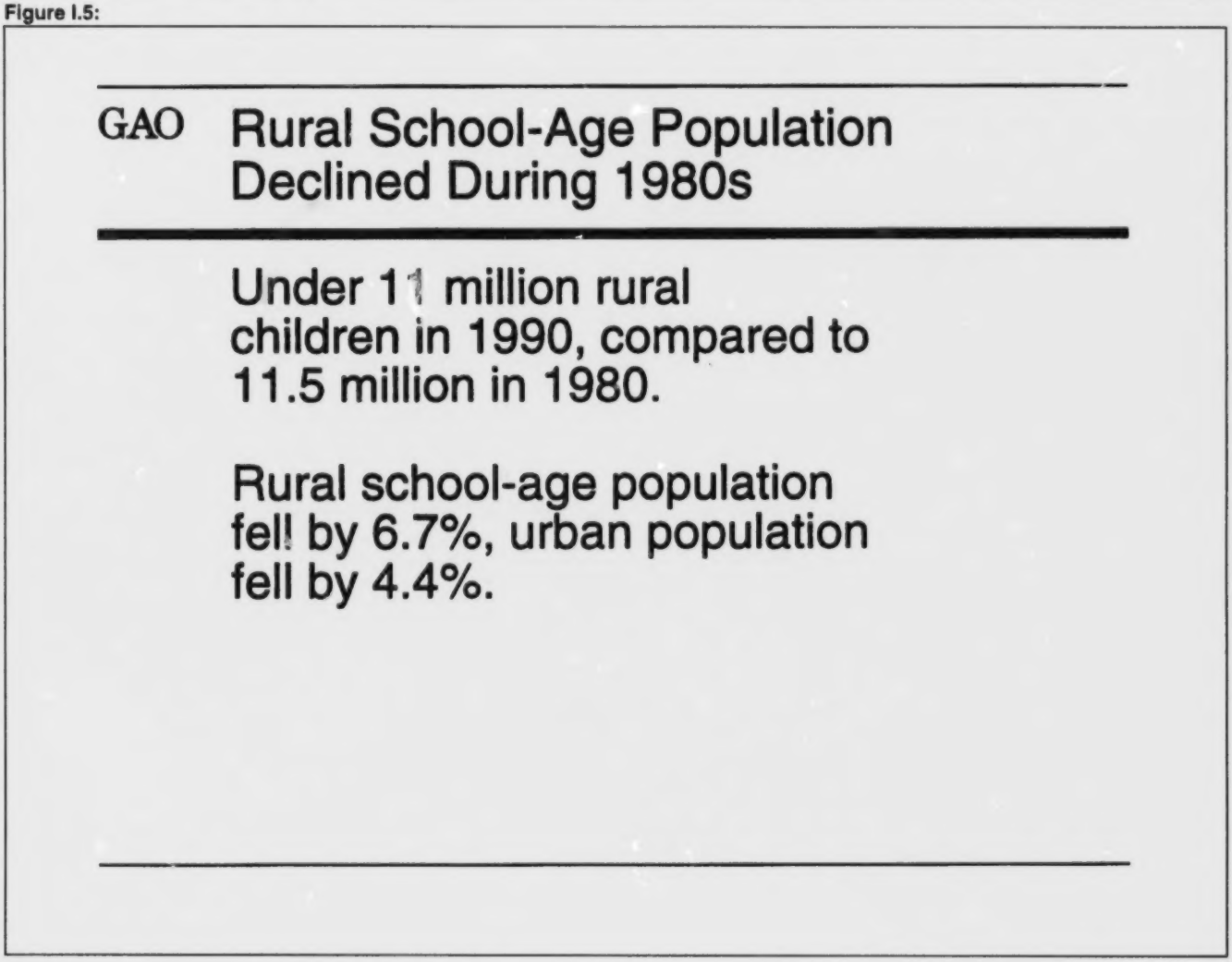

GAO
Rural School-Age Population Declined During 1980s
Under 11 million rural children in 1990, compared to 11.5 million in 1980.
Rural school-age population fell by 6.7%, urban population fell by 4.4%.

Figure I.6:

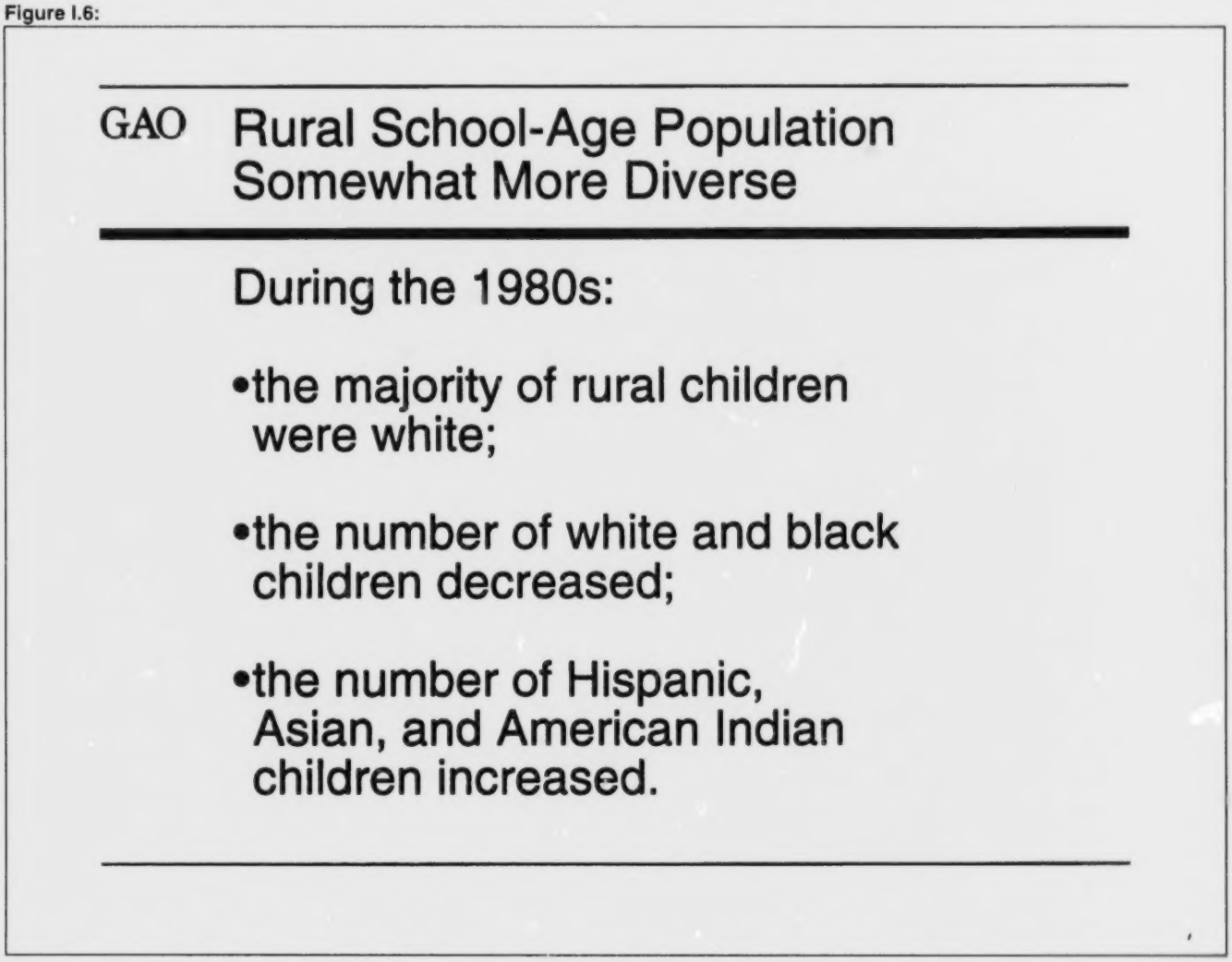

GAO
Rural School-Age Population Somewhat More Diverse
During the 1980s:
•the majority of rural children were white;
•the number of white and black children decreased;
•the number of Hispanic, Asian, and American Indian children increased.

Figure I.7:

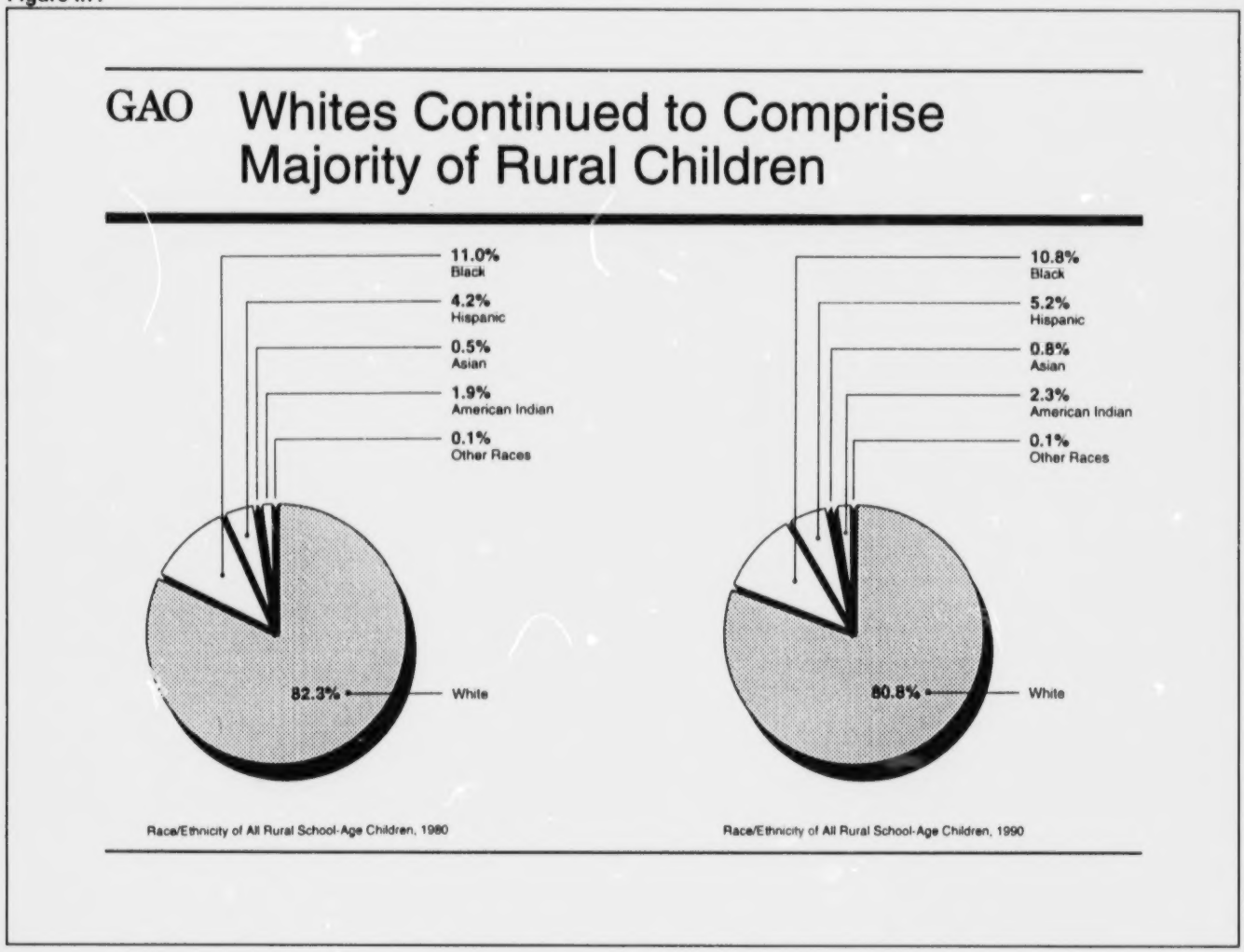

GAO
Whites Continued to Comprise Majority of Rural Children
11.0%
Black
4.2%
Hispanic
0.5%
Asian
1.9%
American Indian
0.1%
Other Races
82.3%
White
Race/Ethnicity of All Rural School-Age Children, 1980
10.8%
Black
5.2%
Hispanic
0.8%
Asian
2.3%
American Indian
0.1%
Other Races
80.8%
White
Race/Ethnicity of All Rural School-Age Children, 1990

Figure I.8:

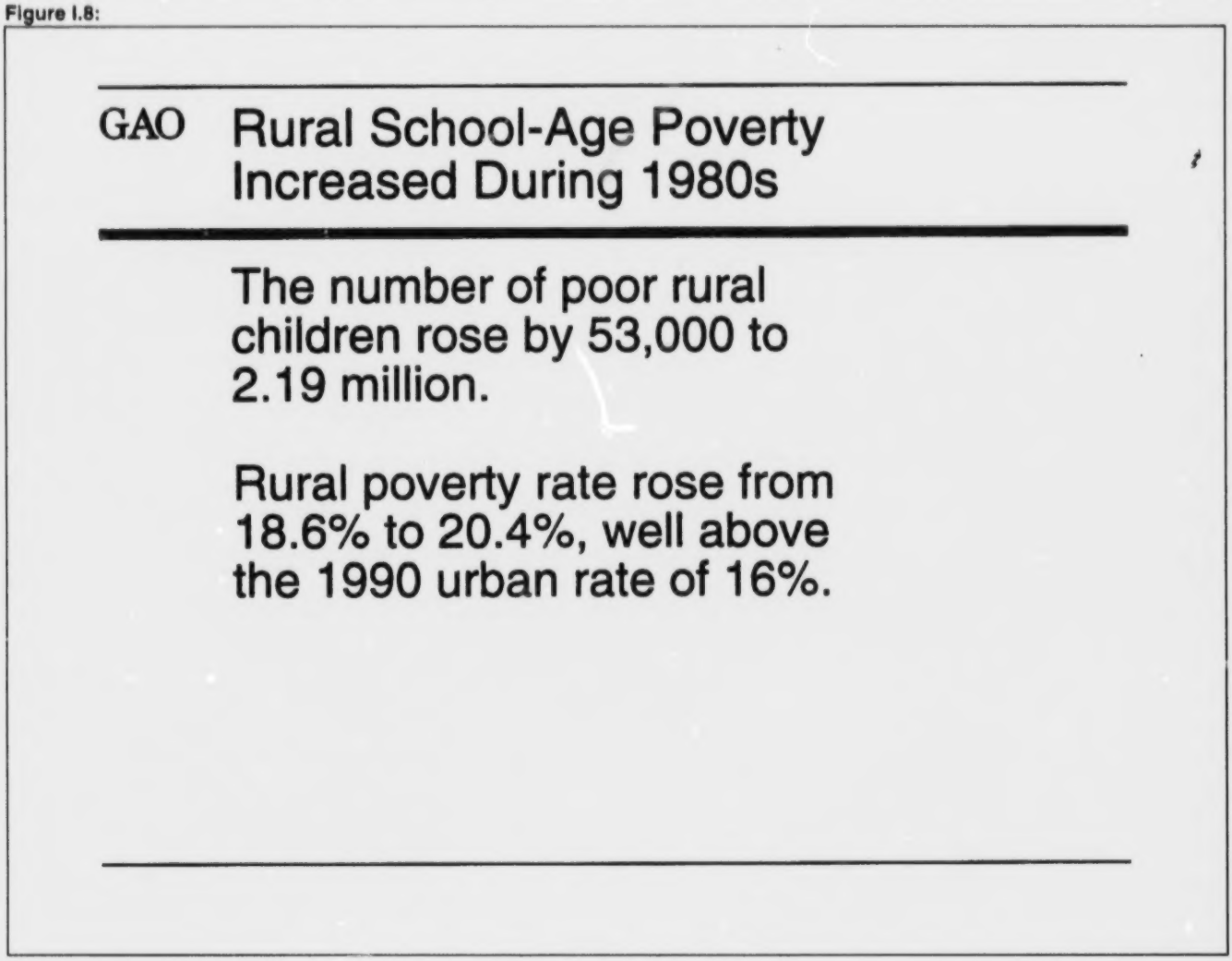

GAO
Rural School-Age Poverty Increased During 1980s
The number of poor rural children rose by 53,000 to 2.19 million.
Rural poverty rate rose from 18.6% to 20.4%, well above the 1990 urban rate of 16%.

Figure I.9:

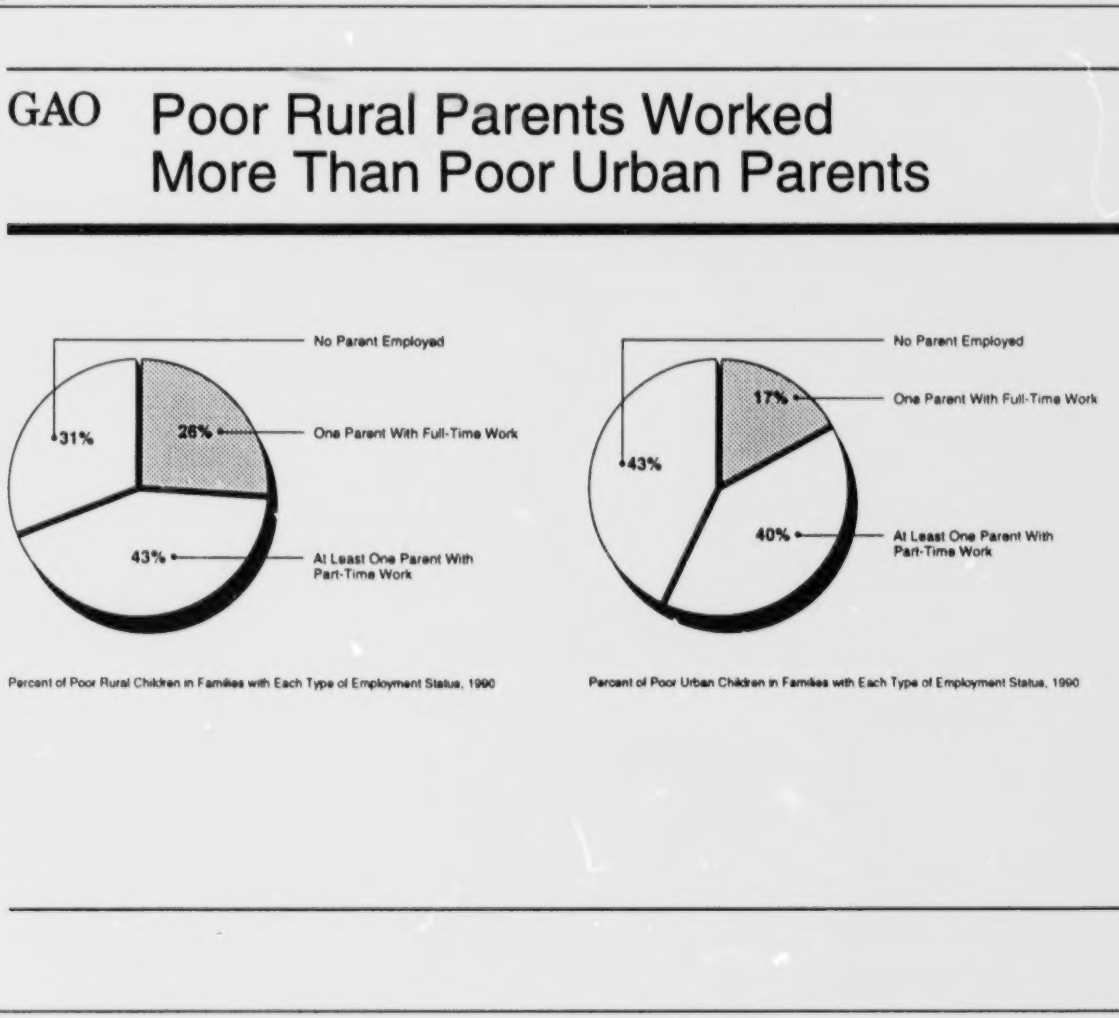

GAO
Poor Rural Parents Worked More Than Poor Urban Parents
No Parent Employed
31%
28%
One Parent With Full-Time Work
43%
At Least One Parent With Part-Time Work
Percent of Poor Rural Children in Families with Each Type of Employment Status, 1990
No Parent Employed
17%
One Parent With Full-Time Work
43%
40%
At Least One Parent With Part-Time Work
Percent of Poor Urban Children in Families with Each Type of Employment Status, 1990

Figure I.10:

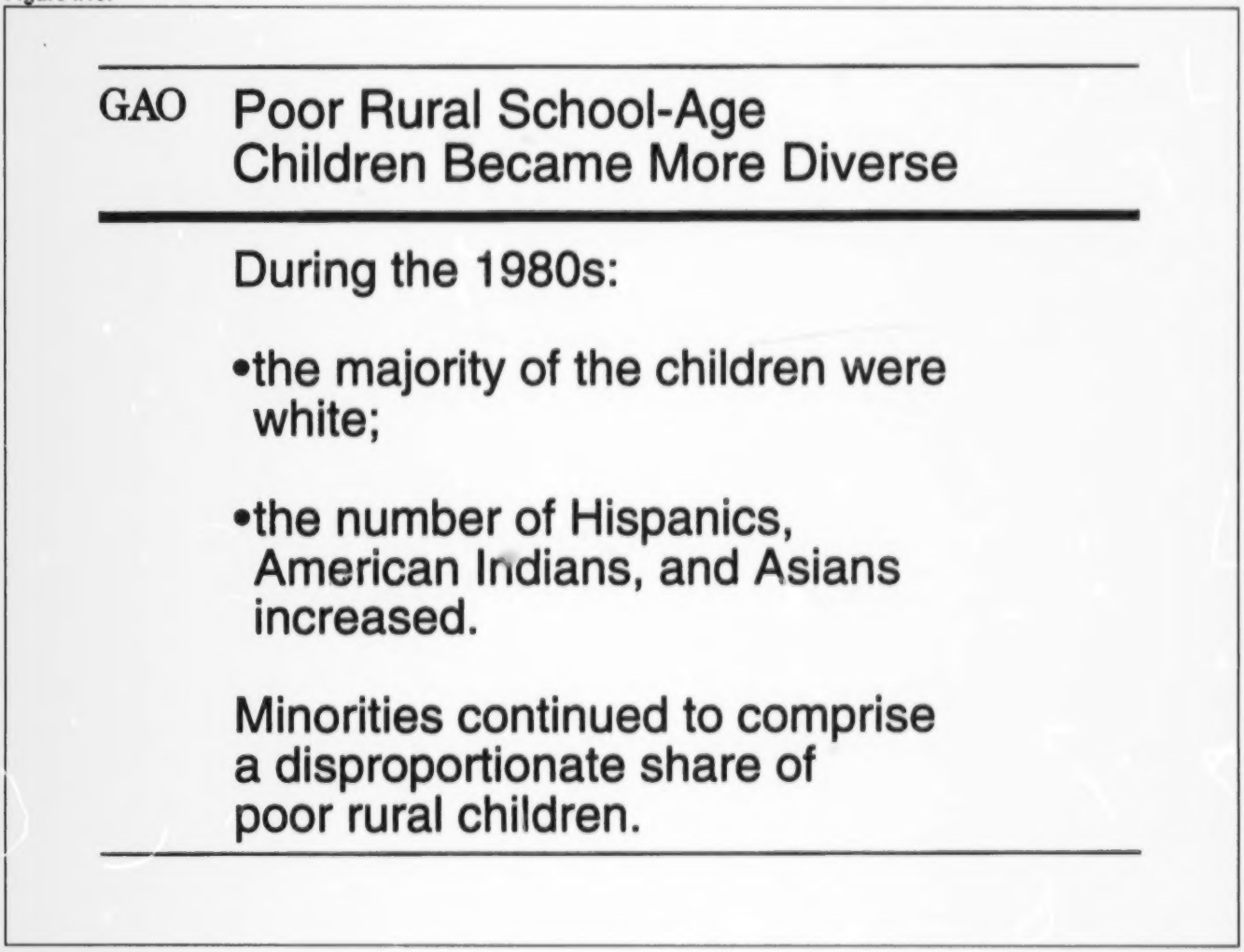

GAO
Poor Rural School-Age Children Became More Diverse
During the 1980s:
•the majority of the children were white;
•the number of Hispanics, American Indians, and Asians increased.
Minorities continued to comprise a disproportionate share of poor rural children.

Figure I.11:

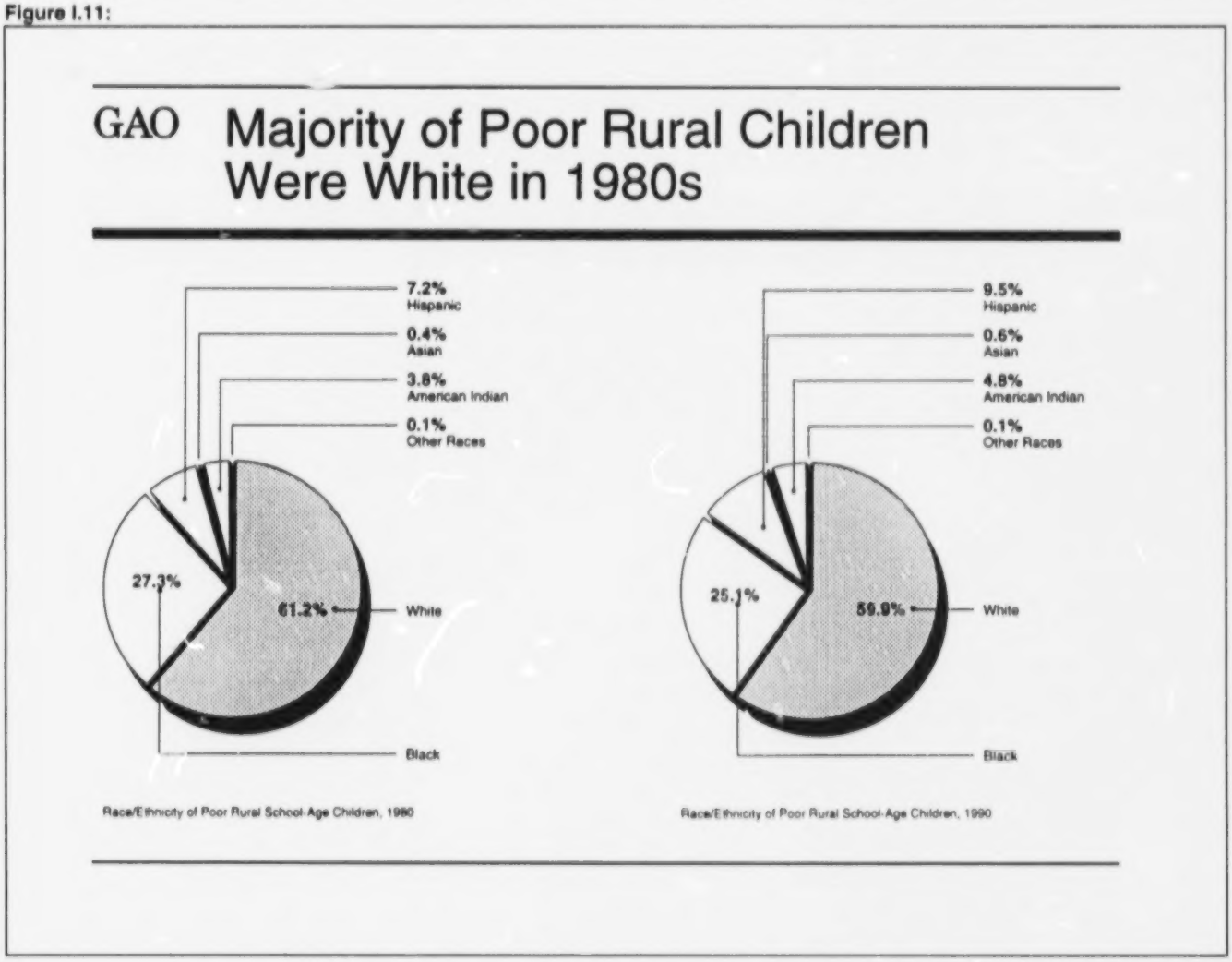

GAO
Majority of Poor Rural Children Were White in 1980s
7.2%
Hispanic
0.4%
Asian
3.8%
American Indian
0.1%
Other Races
27.3%
61.2%
White
Black
Race/Ethnicity of Poor Rural School-Age Children, 1980
9.5%
Hispanic
0.6%
Asian
4.8%
American Indian
0.1%
Other Races
25.1%
59.9%
White
Black
Race/Ethnicity of Poor Rural School-Age Children, 1990

Figure I.12:

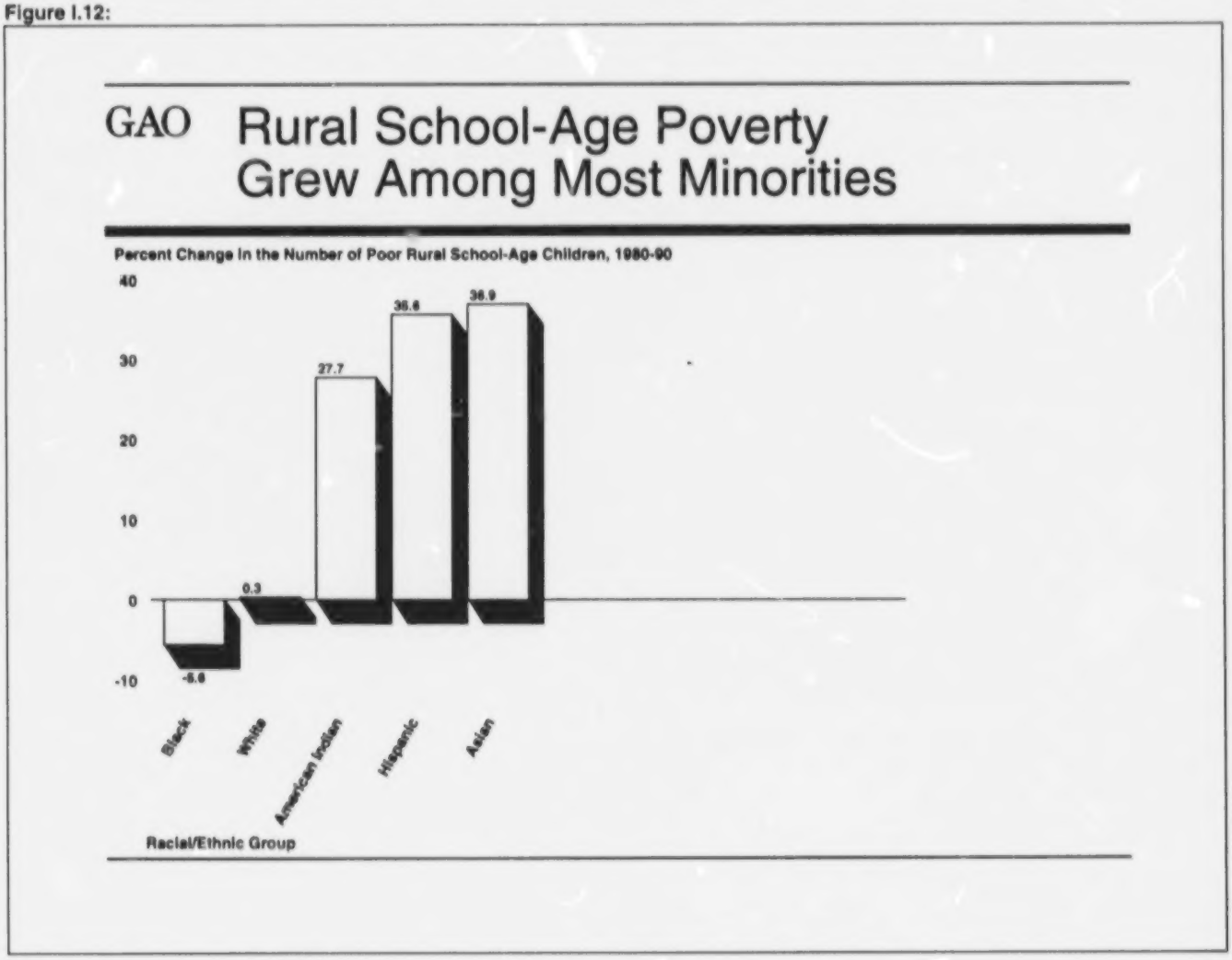

GAO
Rural School-Age Poverty Grew Among Most Minorities
Percent Change in the Number of Poor Rural School-Age Children, 1980-90
40
30
20
10
0
-10
-5.6
0.3
27.7
36.6
36.9
Black
White
American Indian
Hispanic
Asian
Racial/Ethnic Group

Figure I.13:

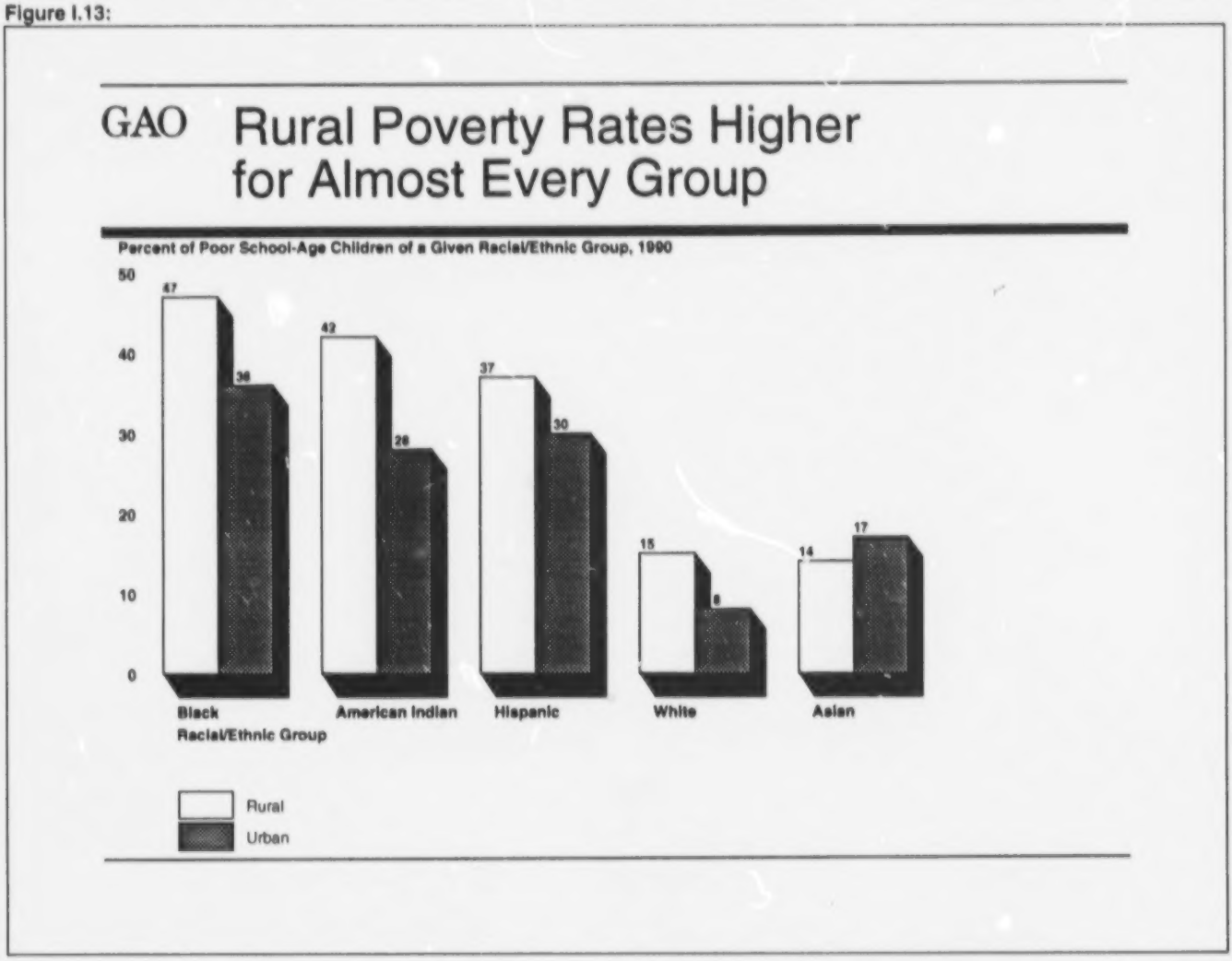

GAO
Rural Poverty Rates Higher for Almost Every Group
Percent of Poor School-Age Children of a Given Racial/Ethnic Group, 1990
50
40
30
20
10
0
47
36
42
28
37
30
15
8
14
17
Black
American Indian
Hispanic
White
Asian
Racial/Ethnic Group
Rural
Urban

Figure I.14:

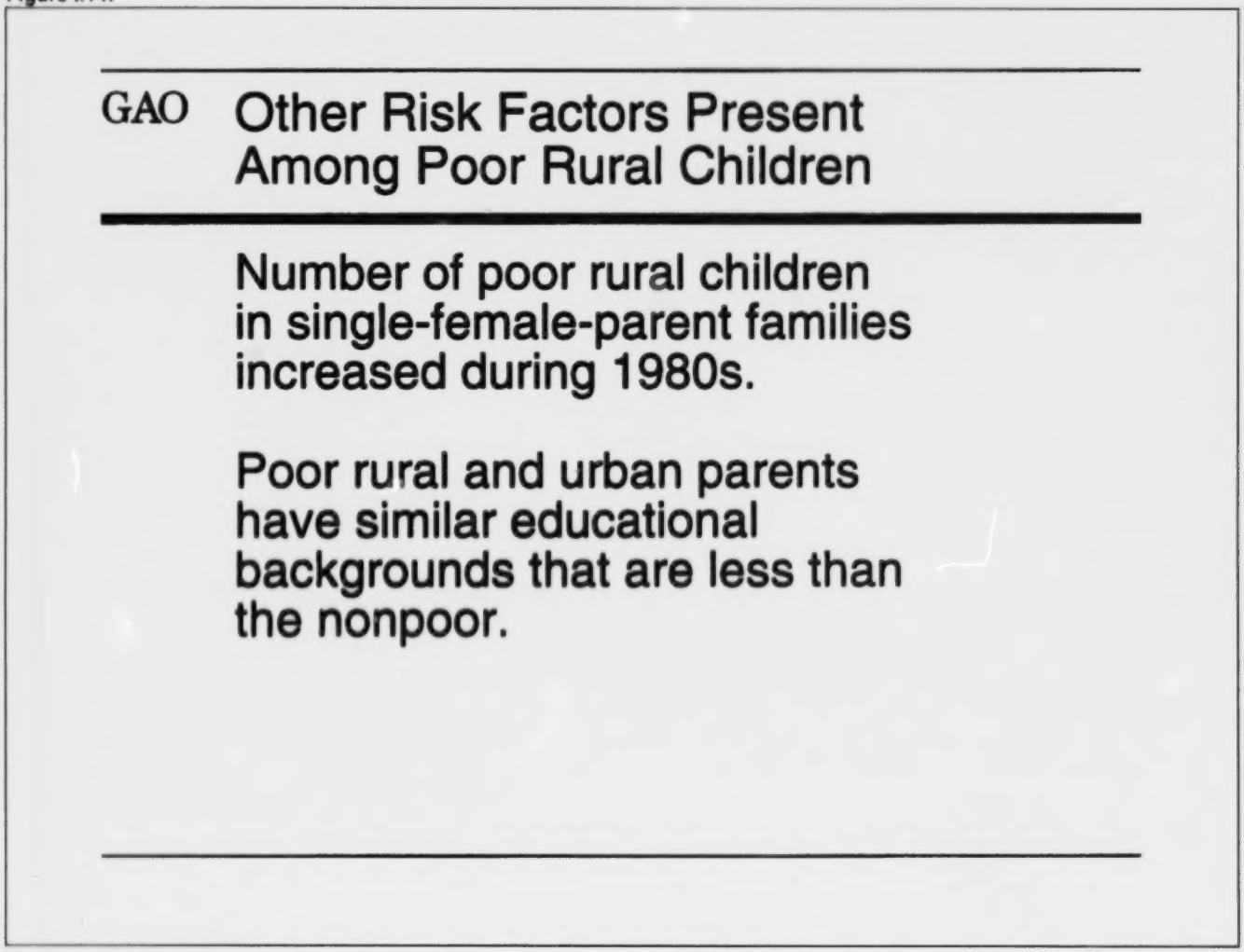

GAO
Other Risk Factors Present Among Poor Rural Children
Number of poor rural children in single-female-parent families increased during 1980s.
Poor rural and urban parents have similar educational backgrounds that are less than the nonpoor.

Figure I.15:

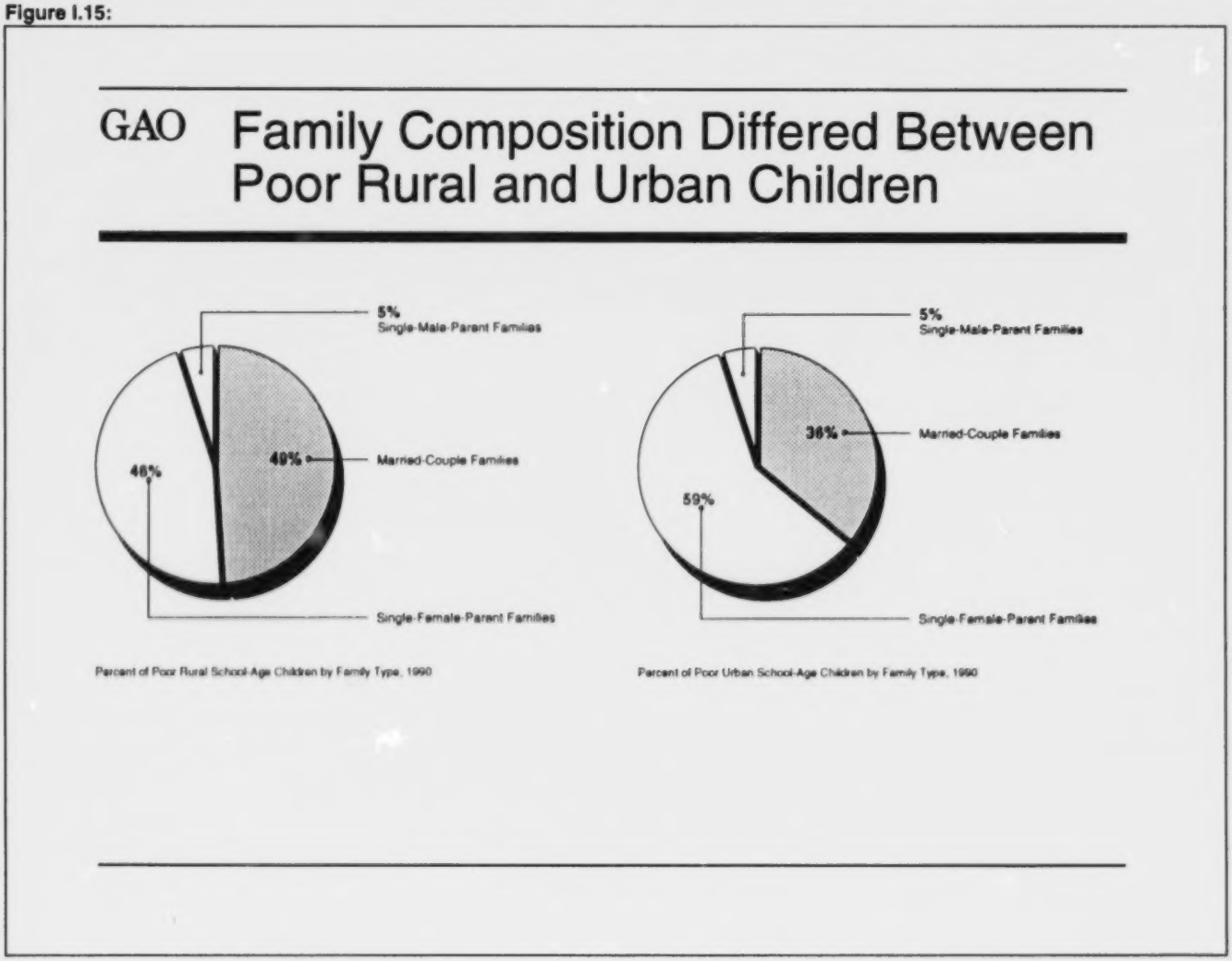

GAO
Family Composition Differed Between Poor Rural and Urban Children
5%
Single-Male-Parent Families
49%
Married-Couple Families
46%
Single-Female-Parent Families
Percent of Poor Rural School-Age Children by Family Type, 1990
5%
Single-Male-Parent Families
36%
Married-Couple Families
59%
Single-Female-Parent Families
Percent of Poor Urban School-Age Children by Family Type, 1990

Figure I.16:

GAO Poor Rural Children in Single-Female-Parent Families Increased

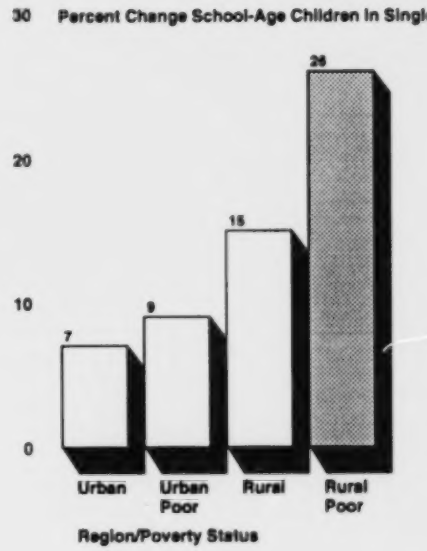


Figure I.17:

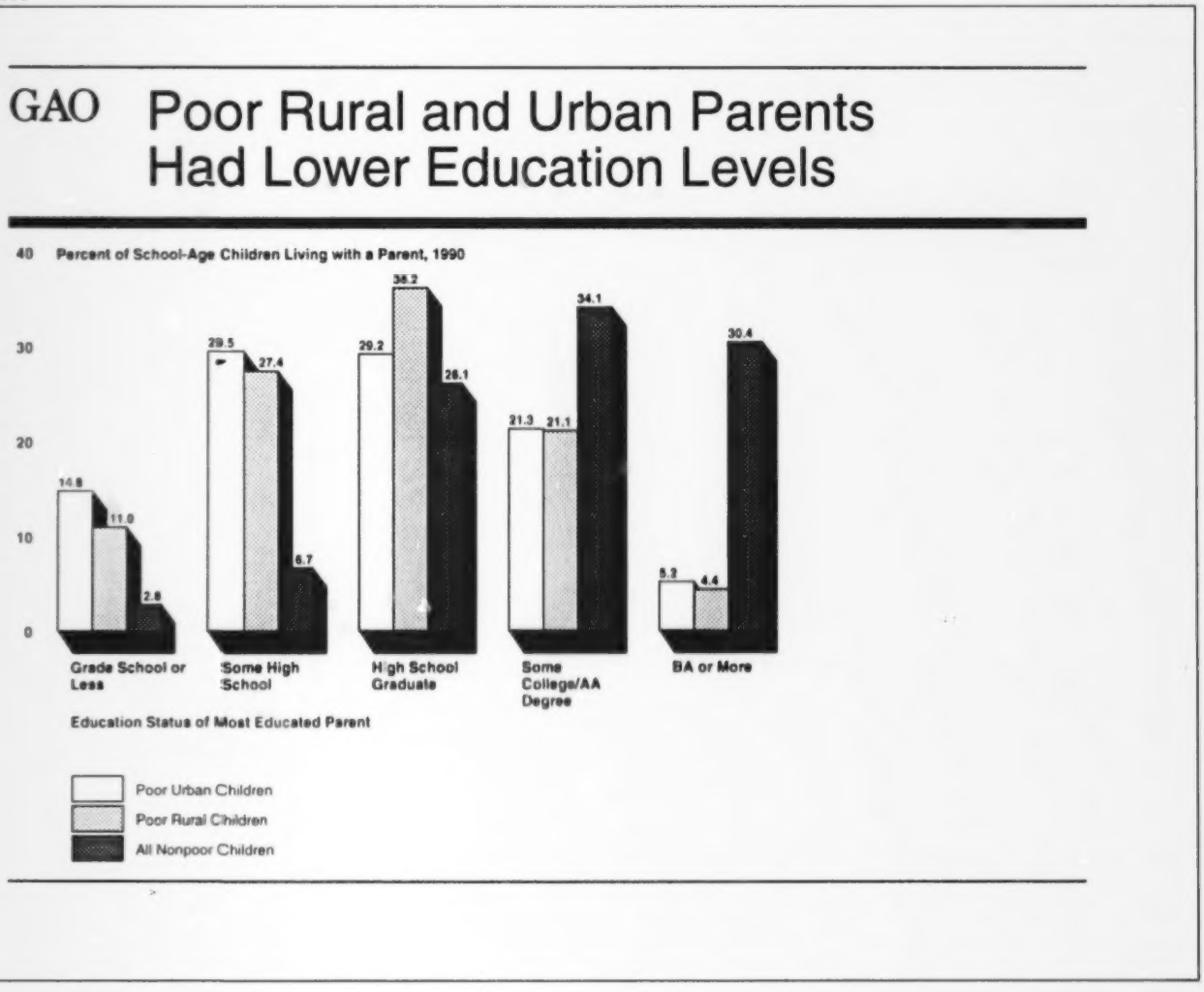

GAO
Poor Rural and Urban Parents Had Lower Education Levels
40
Percent of School-Age Children Living with a Parent, 1990
30
20
10
0
14.8
11.0
2.8
29.5
27.4
6.7
29.2
36.2
26.1
21.3
21.1
34.1
5.2
4.4
30.4
Grade School or Less
Some High School
High School Graduate
Some College/AA Degree
BA or More
Education Status of Most Educated Parent
Poor Urban Children
Poor Rural Children
All Nonpoor Children

Figure I.18:

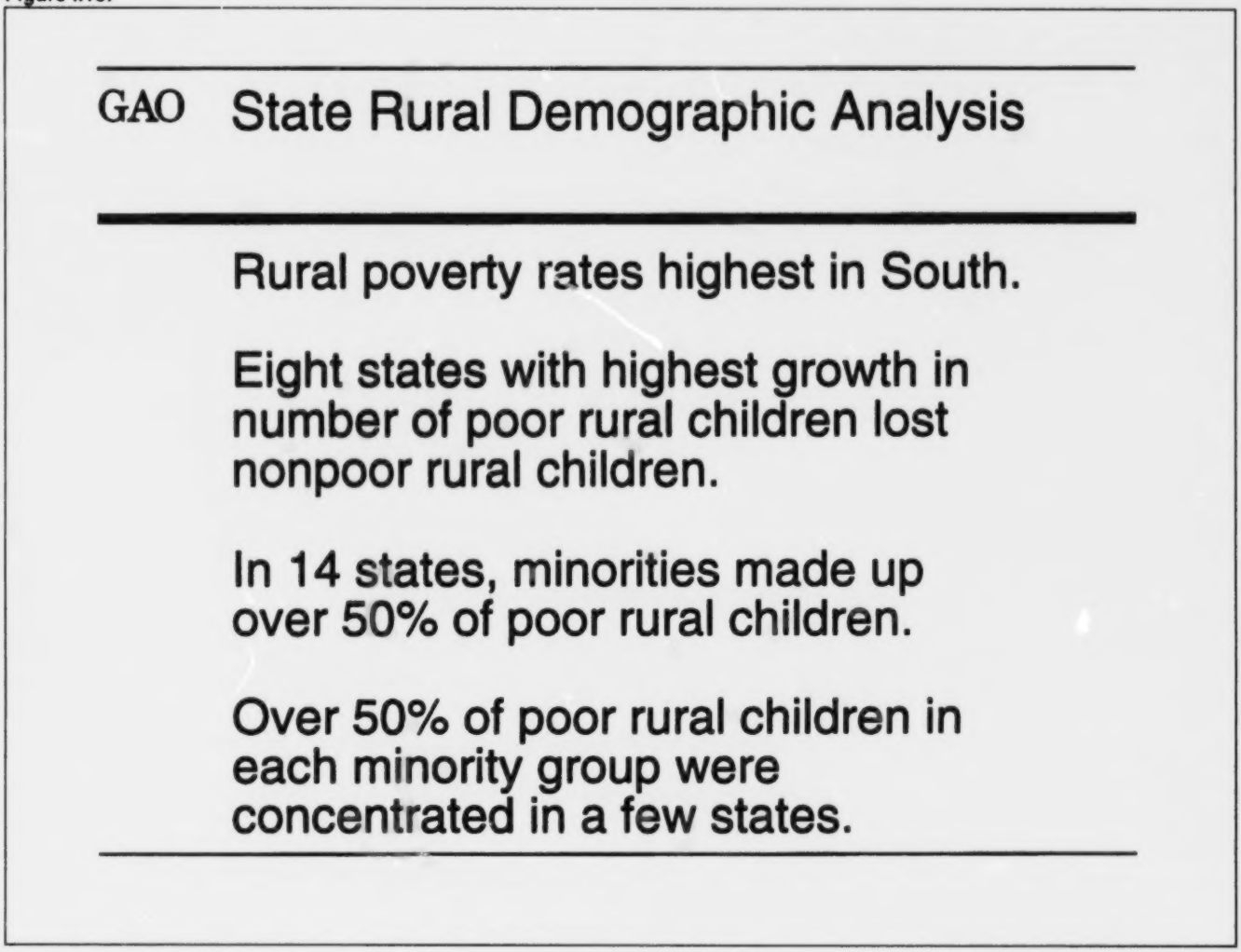

GAO
State Rural Demographic Analysis
Rural poverty rates highest in South.
Eight states with highest growth in number of poor rural children lost nonpoor rural children.
In 14 states, minorities made up over 50% of poor rural children.
Over 50% of poor rural children in each minority group were concentrated in a few states.

Figure I.19:

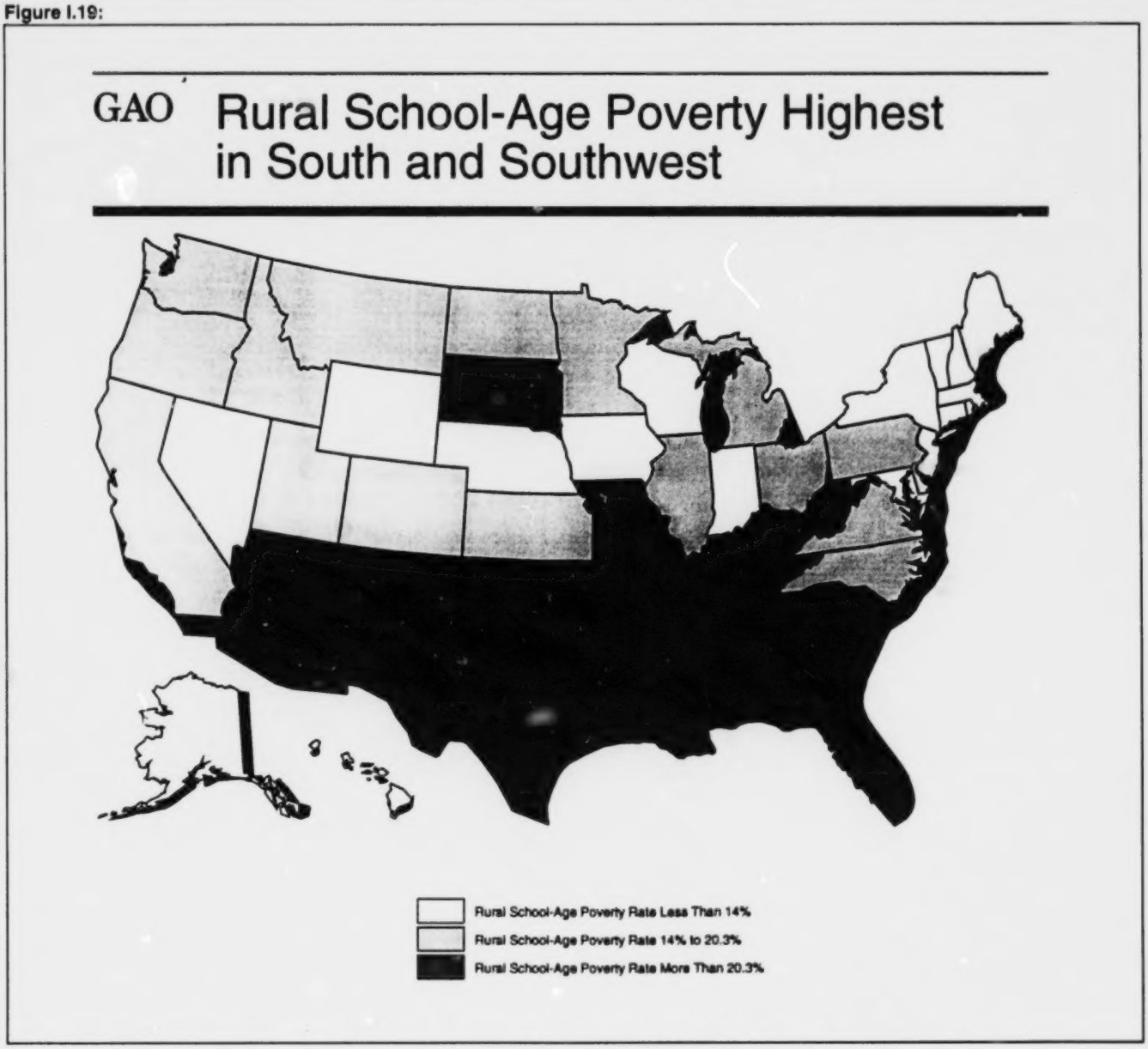

GAO
Rural School-Age Poverty Highest in South and Southwest
Rural School-Age Poverty Rate Less Than 14%
Rural School-Age Poverty Rate 14% to 20.3%
Rural School-Age Poverty Rate More Than 20.3%

Figure I.20:

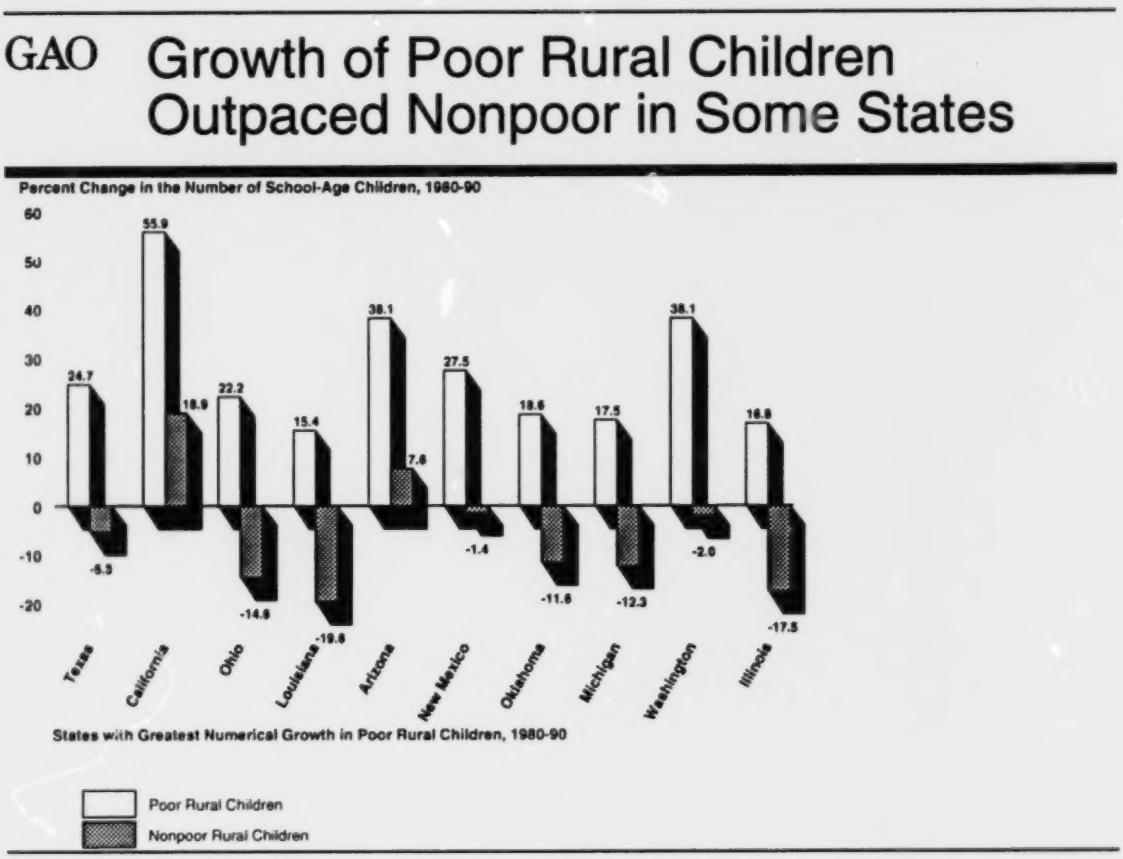

GAO
Growth of Poor Rural Children Outpaced Nonpoor in Some States
Percent Change in the Number of School-Age Children, 1980-90
60
50
40
30
20
10
0
-10
-20
24.7
-8.3
55.9
18.9
22.2
-14.8
15.4
-19.6
38.1
7.6
27.5
-1.4
18.6
-11.6
17.5
-12.3
38.1
-2.0
16.8
-17.5
Texas
California
Ohio
Louisiana
Arizona
New Mexico
Oklahoma
Michigan
Washington
Illinois
States with Greatest Numerical Growth in Poor Rural Children, 1980-90
Poor Rural Children
Nonpoor Rural Children

Figure I.21:

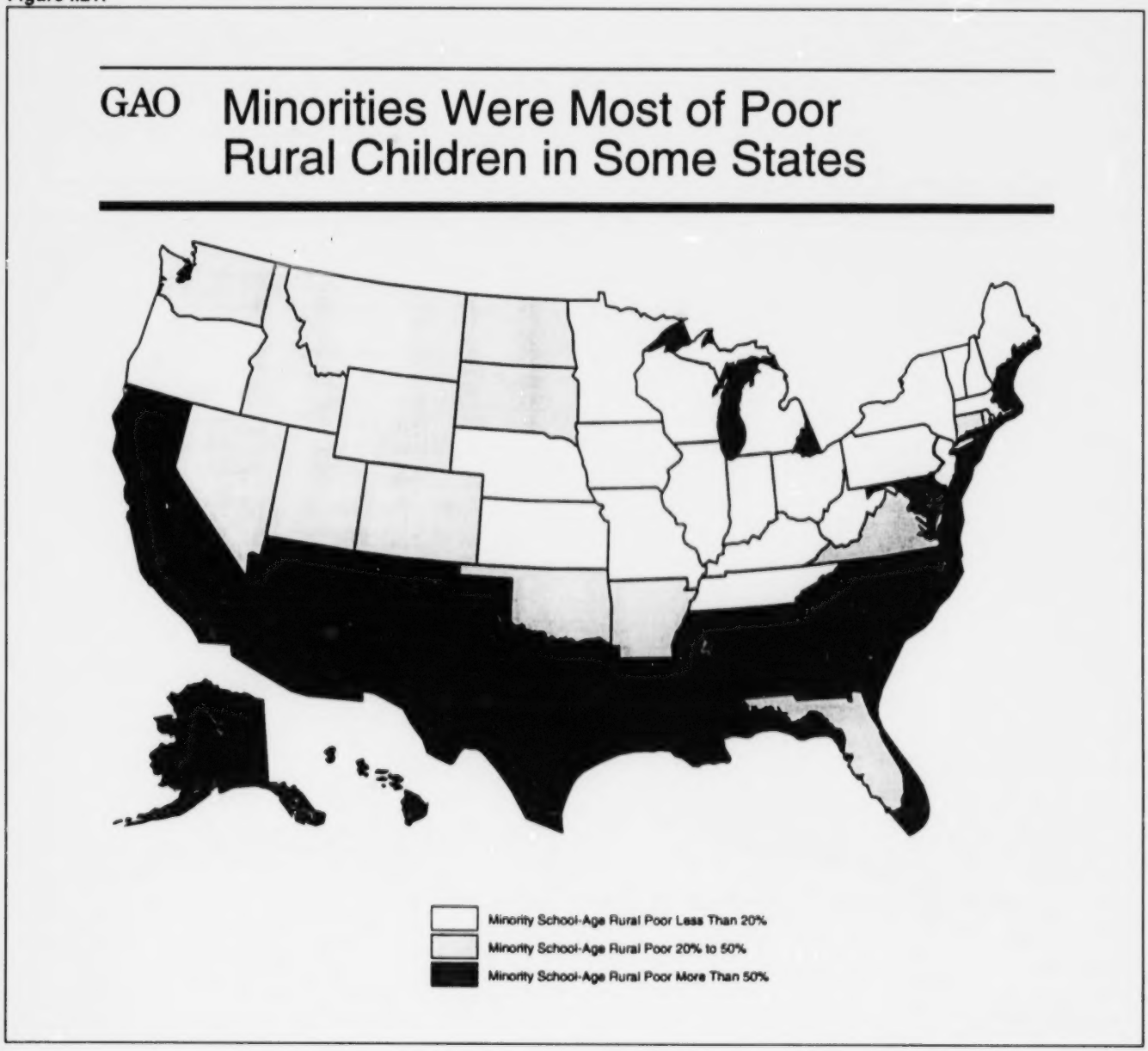

GAO
Minorities Were Most of Poor Rural Children in Some States
Minority School-Age Rural Poor Less Than 20%
Minority School-Age Rural Poor 20% to 50%
Minority School-Age Rural Poor More Than 50%

Figure I.22:

GAO Poor Rural Minorities Concentrated In Some States

		For given race/ethnicity, the five states'		
Race/ethnicity of poor rural children	Five states with highest percentage	Percentage of all poor rural children	Total number of poor rural children	Percentage of all rural children
Hispanic	TX,NM,CA, AZ,CO	75	155,730	68
Black	MS,GA,LA, NC,SC	64	352,957	62
American Indian	AZ,NM,OK, SD,MT	63	65,727	54
Asian	HI,CA,WI, LA,WA	50	6,404	46
White	KY,OH,MO, TX,WV	26	341,866	19

Figure I.23:

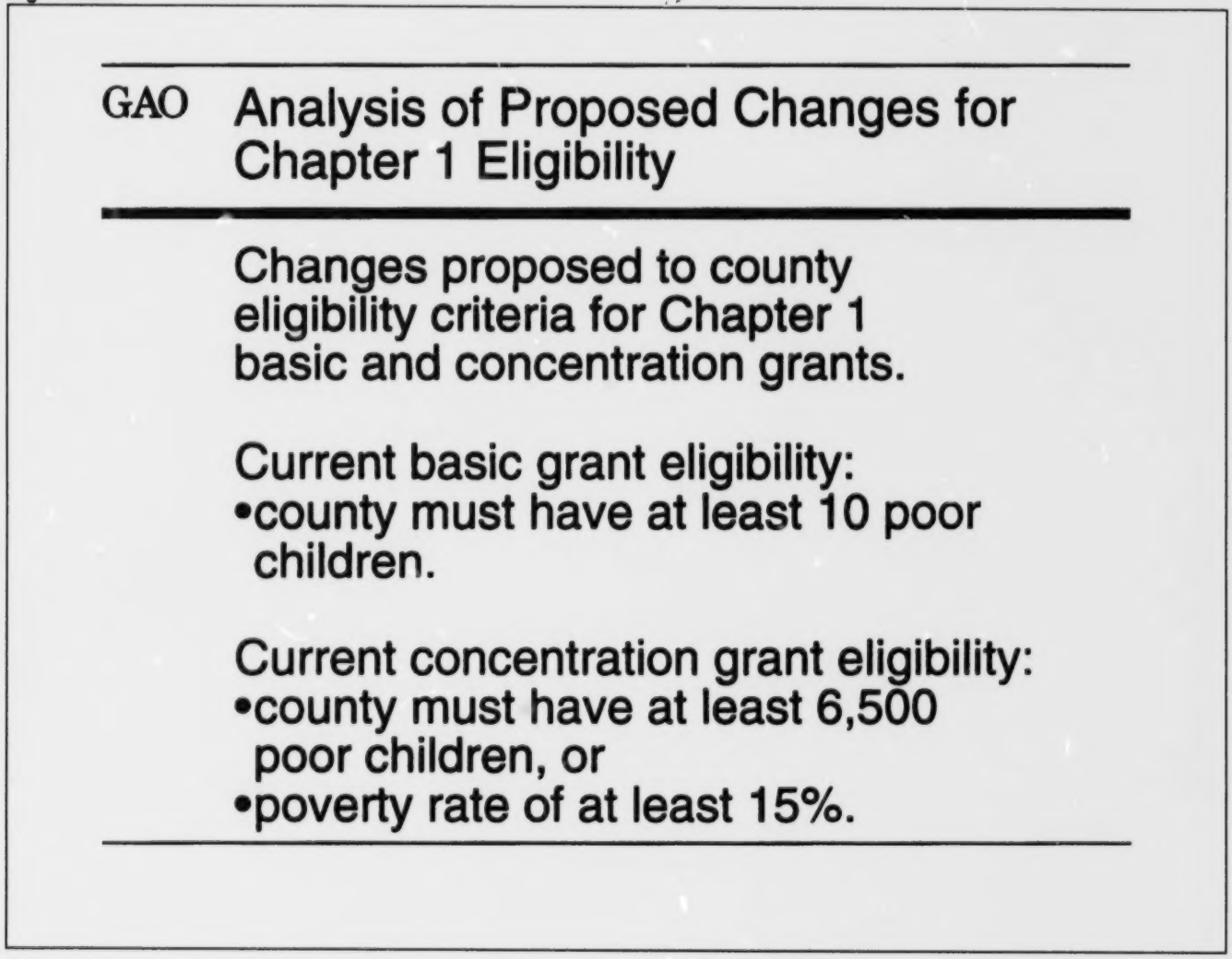

GAO
Analysis of Proposed Changes for Chapter 1 Eligibility
Changes proposed to county eligibility criteria for Chapter 1 basic and concentration grants.
Current basic grant eligibility:
•county must have at least 10 poor children.
Current concentration grant eligibility:
•county must have at least 6,500 poor children, or
•poverty rate of at least 15%.

Figure I.24:

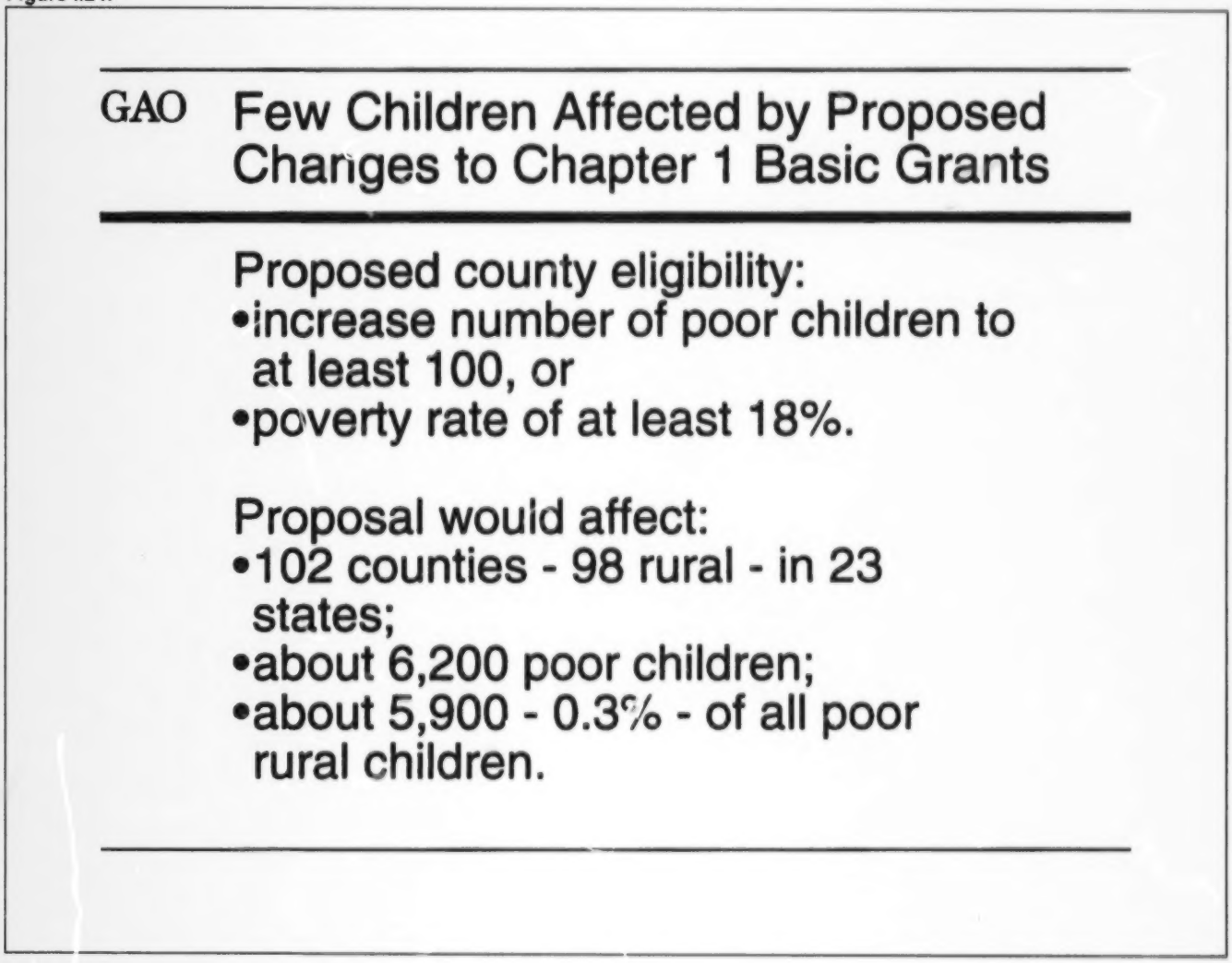
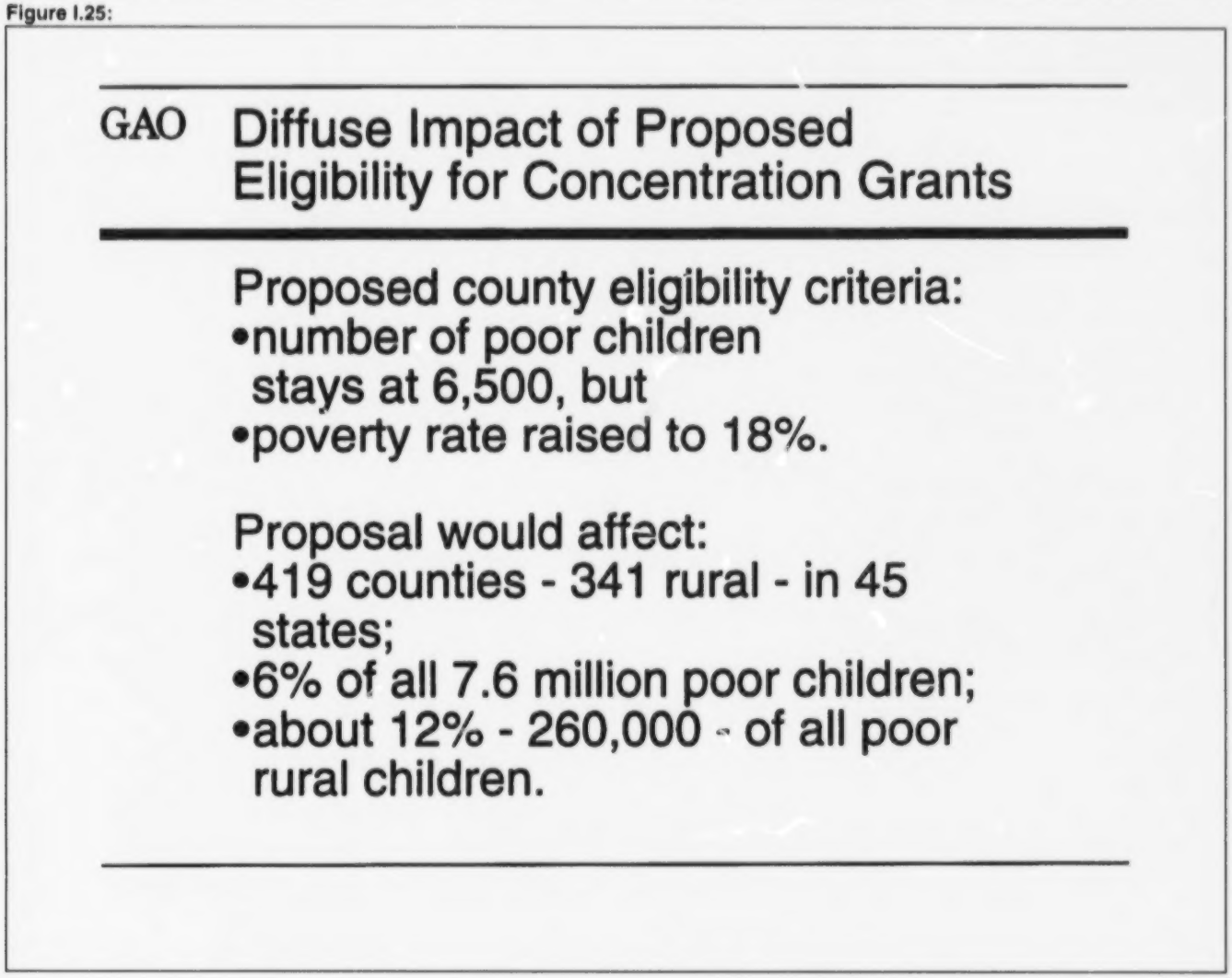

GAO
Few Children Affected by Proposed Changes to Chapter 1 Basic Grants
Proposed county eligibility:
•increase number of poor children to at least 100, or
•poverty rate of at least 18%.
Proposal would affect:
•102 counties - 98 rural - in 23 states;
•about 6,200 poor children;
•about 5,900 - 0.3% - of all poor rural children.

Figure I.25:


GAO
Diffuse Impact of Proposed Eligibility for Concentration Grants
Proposed county eligibility criteria:
•number of poor children stays at 6,500, but
•poverty rate raised to 18%.
Proposal would affect:
•419 counties - 341 rural - in 45 states;
•6% of all 7.6 million poor children;
•about 12% - 260,000 - of all poor rural children.

Scope and Methodology

We used a special tabulation of 1980 and 1990 decennial census data that we obtained from the U.S. Bureau of the Census in December 1992. We determined that this data set, designed to our specifications regarding the characteristics of children, would most effectively meet our needs. We conducted our review between May 1993 and November 1993 in accordance with generally accepted government auditing standards.

The Special Tabulation of 1980 and 1990 Decennial Census Data

In December 1992, we obtained from the Bureau of the Census a specially designed tabulation of 1980 and 1990 decennial census data. This tabulation is a subset of the 1980 and 1990 Decennial Census Sample Edited Detail Files containing characteristics of the population of specific geographic units. Census created the tabulation from its detailed sample files containing individual records on the population of the entire United States. Census' 1990 detailed files represent a 15.5-percent sample of the total U.S. population and a 16-percent sample of all U.S. households. Census' 1980 detailed files represent an 18.2-percent sample of the total U.S. population and an 18.4-percent sample of all U.S. households.

Geographic, Age, Income, and Racial/Ethnic Characteristics

The tabulation contains detailed information on the economic, social, and demographic characteristics of the U.S. population, with a particular focus on children[1]—persons aged 0 to 17—living in families.[2] The tabulation contains this information for certain geographic units and age groups, and generally includes comparable data for both 1980 and 1990.

Geographic Location

The tabulation includes detailed characteristics on the population of every county or county equivalent[3] in the United States, including Alaska and Hawaii.[4] These counties are metropolitan or nonmetropolitan depending

[1]Our tabulation includes all children aged 5 to 17 living in families. Thus, our estimates are slightly larger than the data estimates from the Department of Education which count only related children aged 5 to 17 living in families.

[2]Census defines a family as consisting of a householder and one or more other persons living in the same household who are related to the householder by birth, marriage, or adoption. A household includes all the persons who occupy a housing unit—a house, an apartment, a mobile home, a group of rooms, or a single room that is occupied as separate living quarters. All persons in a household who are related to the householder are regarded as members of his or her family. A household can contain only one family for purposes of census tabulations. Not all households contain families since a household may comprise a group of unrelated individuals or one person living alone.

[3]In Louisiana, the county equivalent is the parish. In Alaska, county equivalents are organized as boroughs and census areas. Some states—like Maryland—have "independent cities," which are treated as counties for statistical purposes.

[4]Our tabulation does not include information on the population of Puerto Rico, American Samoa, or other outlying areas of the United States.

on if they are part of a metropolitan statistical area (MSA). MSAs are defined by the Office of Management and Budget as a county or group of counties containing at least one county with a large population nucleus and additional contiguous counties that are economically and socially integrated with the central county.[5] Any county not included in an MSA is considered nonmetropolitan. The tabulation includes both 1980 and 1990 census data on metropolitan and nonmetropolitan areas.

We determined that data aggregated at the metropolitan and nonmetropolitan county-level were most appropriate for our work because of frequent use in the literature and because Chapter 1 funds are allocated on a county basis. In our analysis we refer to the areas as "urban" and "rural," respectively.[6]

In addition to the geographic distinctions contained in the tabulation, we appended to the data set the urban/rural continuum codes developed by the Economic Research Service (ERS) of the U.S. Department of Agriculture. The ERS system, commonly referred to as "Beale Codes," is a 10-part coding system that classifies data collected for metropolitan and nonmetropolitan counties into finer categories according to population and relative location to a metropolitan area.

Age

For both 1980 and 1990, the tabulation contains information on populations by single year of age for persons from birth through age 7. It also includes information on persons in age groups 8 to 11, 12 to 17, 18 to 24, 25 to 64, and 65 years and over.

Poverty Status/Income

The tabulation contains information on household income and poverty status for all persons for whom the Census can determine a poverty status.[7] Census derives information on income and poverty status from answers to census questions concerning income received by persons 15 years and older during the calendar year before the census year. Thus, the 1990 decennial census contains information on persons' 1989 calendar year income. Information on persons' poverty status in the tabulation is

[5]The tabulation also includes information on metropolitan areas in the six New England States, where they are defined as the aggregation of minor civil divisions rather than counties.

[6]The Bureau of the Census has specific definitions for "urban" and "rural." Urban represents the aggregation of urbanized areas—a central city and suburbs with a population of 50,000 or more—and places of 2,500 or more persons outside of the urbanized areas; all remaining areas are rural. Our tabulation's data can also be aggregated for rural and urban areas.

[7]Census does not determine poverty status for institutionalized persons, persons in military group quarters and in college dormitories, and unrelated individuals under 15 years of age. These persons are excluded from the denominator when Census calculates poverty rates—the percentage of persons in poverty.

determined from the standard definition of poverty status used by Census and prescribed by OMB as a statistical standard for federal agencies.[8]

Analysts have criticized the poverty threshold for being both too high and too low. For example, the existing poverty thresholds do not account for area cost-of-living differences. Price differences among areas imply that more expensive areas need higher incomes to maintain adequate levels of consumption. Because some parts of the country (for example, the Northeast and urban areas in general) have higher prices than others, families that live in these areas may need higher incomes to maintain the same level of consumption as lower income families in less expensive places. Correcting for this difference in price levels would tend to increase poverty rates in areas with a higher cost of living and decrease them in others, even after adjusting for differences in median income.

Race and Ethnicity

The tabulation contains information on 22 separate racial and ethnic classifications. (See table II.1.) The tabulation's racial/ethnic classifications are based on the Census question regarding Hispanic origin. Thus, the non-Hispanic classifications—white, black, or other races—are for non-Hispanic members of those racial groups only. The "Hispanic" categories include Hispanic persons of all races. The tabulation includes racial and ethnic classifications that are comparable in definition for 1980 and 1990, except for the categories "Central/South American" and "Other Hispanic." Census calculated the "Central/South American" classification for 1990 but not for 1980, when it included these persons in the "Other Hispanic" classification.

[8]Census determines poverty thresholds on the basis of family size and the corresponding poverty level income for that family size. The Census' and our tabulation classifies the family income of each family or unrelated individual according to their corresponding family size category. For example, for the 1990 census, the poverty cutoff for a family of four was a 1989 income of $12,674. Census counts an individual or family and its members as poor if its annual before-tax cash income is below the corresponding poverty threshold for that size of family.

Table II.1: Contents of the Special Tabulation: Racial and Ethnic Characteristics, 1980 and 1990 Decennial Censuses

Not of Hispanic origin	Hispanic origin
White	Mexican
Black	Puerto Rican
Asian and Pacific Islander:	Cuban
Chinese	Central/South American
Japanese	Other Hispanic
Filipino	
Asian Indian	
Korean	
Vietnamese	
Cambodian	
Hmong	
Laotian	
Thai	
Other Asian	
Pacific Islander, except Hawaiian	
Hawaiian	
American Indian, Eskimo, or Aleut	
Other Races	

Contents of the Special Tabulation—Other Social and Demographic Characteristics

The tabulation also contains information on family type, parental employment status, and parental educational attainment (See table II.2). In addition, the tabulation contains information on characteristics such as language and place of enrollment. Except where noted, data are comparable for both 1980 and 1990.

Family Type

The tabulation includes information on family type, classifying all persons in families even when the family does not include a parent. For example, a family with children headed by a grandmother with no spouse is included in the category of "female householder-no husband."

Parental Employment Status

The tabulation's work experience variable focuses on persons in families with two parents or single-parent families including the mother only. Like the 1980 and 1990 decennial censuses, the tabulation does not contain information on the parental work experience of families headed by any other relative (grandmother, aunt, uncle, or other relative) or single-parent families headed by the father.

Parental Educational Attainment

The tabulation's variable on the education level of the most educated parent includes information only on persons in families with parents.[9] The tabulation contains information on persons in families where at least one parent is present. However, it does not classify other types of families headed by any other relative (grandmother, uncle, or other relative) by educational attainment.

Census included instructions with its questionnaire that specified that schooling completed in foreign or ungraded systems should be reported as the equivalent level of schooling in the regular American system and that vocational certificates or diplomas from vocational, trade, or business schools or colleges were not to be reported unless they were college-level degrees. Census also asked respondents to exclude honorary degrees.

Although the tabulation includes comparable data on the educational attainment question for both 1980 and 1990, the construction of the data for each year is different. The data for 1990 conform to the 1990 decennial census' question regarding educational attainment. The 1980 census reported numbers of years of education for each respondent. The special tabulation contains the 1980 data translated by Census into the 1990 categories.[10]

[9]We chose to focus on the educational attainment of the most educated parent because many analyses have found that "educated status of the more educated parent" is highly correlated with educational outcomes as well as social behaviors such as career choice.

[10]Census translated the 1980 years of education totals as follows: completed 8 years of education or less to "Grade School or Less," completed 9 to 11 years to "Some High School (9-12, no diploma)," completed 12 years to "High School Graduate (diploma)," completed 13 to 15 years to "Some College or Associate's Degree," completed 16 years or more to "Bachelor's Degree or more." The "No Parent Present" category did not change.

Table II.2: Contents of the Special Tabulation: Demographic Characteristics, 1980 and 1990 Decennial Censuses

Family type[a]	
Married-couple family	
Female householder, no husband present	
Male householder, no wife present	
Work experience (employment status) of parents in 1989[a]	
Living with two parents	Living with mother
Both parents worked full-time, full-year	Mother worked full-time, full-year
Only one parent worked full-time, full-year, other parent worked part-time or did not work	Mother worked part-time or part-year
One or both parents worked part-time or part-year	Mother did not work
Neither parent worked	
Education level of most educated parent[a]	
Grade school or less	
Some high school (9-12, no diploma)	
High school graduate (diploma)	
Some college or associate degree	
Bachelor's degree or more	
No parent present	

[a]This variable places persons from birth to 17 years old who are not in a family in a separate category.

Parental Employment Status Variable Created From the Special Tabulation

The tabulation's work experience variable focuses only on persons in families with two parents or single-parent families including the mother only. The tabulation does not contain information on parental work experience of families headed by any other relative (grandmother, aunt, uncle, or other relative) or single-parent families headed by the father. We defined a parental employment experience variable by collapsing the tabulation's parental employment status variable in the following manner:

- At least one parent with full-time (full-year) work includes all persons aged 5 to 17 in families in which "both parents worked full-time, full-year," "only one parent worked full-time, full-year," and in single-parent families headed by the mother in which "the mother worked full-time, full-year."
- No employed parent with full-time (full-year) work includes all persons aged 5 to 17 in families in which "neither parent worked full-time, full-year" and in single-parent families headed by the mother in which "the mother worked part-time or part-year."

- No parent employed includes persons aged 5 to 17 in families in which "neither parent worked" and in single-parent families headed by the mother in which "the mother did not work."

Estimated Net Undercount of the 1990 Decennial Census

The decennial census typically fails to count a proportion of the population, and, because our estimates are based on Census data they are also affected by the undercount. Census has studied certain aspects of the 1990 census' net undercount[11] through its 1990 Post Enumeration Survey (PES), which interviewed a sample of 165,000 census respondents several months after the census. Census also studied the 1990 undercount through demographic analysis—a development of an independent estimate of the population obtained administratively through the use of birth and death record data. Census' demographic analysis forms a historical series profiling the undercount population begun in 1940 and continued through 1990.

For the 1990 census, both the PES and Census' demographic analysis showed a net undercount. The net undercount as estimated by PES was about 1.6 percent of the resident census count of 248.7 million, or approximately 4.2 million people. Based on Census' demographic analysis, the net undercount was 1.85 percent, or approximately 4.7 million persons.[12]

Census' PES was geared toward developing undercount estimates for regions, census divisions, and cities and does not directly provide national undercount estimates. The PES also was limited in that it estimated net undercounts for selected age strata; for example, persons from birth to 9 years old and aged 10 to 19.

Census's demographic analysis focused on the variation in the net undercount by age, race, and sex at the national level. Although estimates of the net undercount have declined for each decennial census since 1940, the undercount estimate for 1990 showed a significant increase for males compared to 1980. There is evidence that the net undercount in 1990 varied by race, sex, and age. Analysis by Census researchers suggests that the net undercount was largest for blacks and particularly for black males

[11]The undercount is net because, while the census misses some persons, it improperly counts others.

[12]About three-fourths of the omissions, or 3.48 million persons, were males. About 40 percent of all omissions or, 1.84 million persons, were black.

of ages 25 to 45.[13] The net undercount was also large for black children under age 10, although it approached 0 for black males and females aged 15 to 19. Estimated net undercounts for nonblack males and females were typically much lower than for blacks and approached 0 for persons aged 10 to 14.

Revising our estimates for uncounted black school-age children increases the total school-age poverty rate. Using data provided us by Census regarding the estimated net undercount of all black children aged 5 to 17, we corrected the 1990 census' estimated national school-age poverty rate.[14] Incorporating the net black school-age undercount increases the numerator and denominator of the total poverty rate for school-age children, increasing the poverty rate from about 17.07 percent to 17.18 percent.

Sampling Errors

Because the tabulation was developed using the 1980 and 1990 Decennial Census Sample Edited Detail Files, which contain a sample of individual population records, each reported estimate has an associated sampling error. The size of the sampling error reflects the precision of the estimate; the smaller the error, the more precise the estimate. Sampling errors for estimates from the tabulation were calculated at the 95-percent confidence level. This means that the chances are about 19 out of 20 that the actual number or percentage being estimated falls within the range defined by our estimate, plus or minus the sampling errors. For example, if we estimated that 30 percent of a group has a particular characteristic and the sampling error is 1 percentage point, there is a 95-percent chance that the actual percentage is between 29 and 31.

Generally, the sampling errors for characteristics of national and many state groups did not exceed 3 percent of the estimate at the 95-percent confidence level. However, for some combined characteristics of populations in states with smaller populations—for example, the number of poor Hispanic school-age children in rural New Hampshire—the sampling errors were significantly greater. Because of the sampling error's

[13]Although one can infer net undercount estimates of 5 percent for Hispanics from the PES, Census' demographic analysis provides no undercount estimates for Hispanics. Neither the PES nor the demographic analysis examines variation in the net undercount by family income.

[14]In performing this calculation, we assumed that the net undercount estimate of 4.83 percent for black children aged 5 to 17 was the same as that for non-Hispanic black children. We also assumed that the undercounted black children have the same poverty rate as that for the counted non-Hispanic black children. For nonblack children aged 5 to 17 the estimated net undercount was 1.14 percent.

size relative to the estimate, we did not report state-level estimates for the race/ethnicity of poor rural and all rural school-age children.

Data Points for Figures in Appendix I

Table III.1: Data for Figure I.5: Change in Rural and Urban School-Age Population, 1980-90

Number of children	1980	1990	Percent change, 1980-90
Rural	11,536,453	10,758,902	-6.7
Urban	35,149,734	33,607,376	-4.4
Total	**46,686,187**	**44,366,278**	**-5.0**

Table III.2: Data for Figure I.7: Change in Rural School-Age Population, by Race and Ethnicity, 1980-90

	Number of rural school-age children		
Race/ethnicity	1980	1990	Percent change, 1980-90
White	9,504,317	8,691,783	-8.6
Hispanic	479,469	557,080	16.2
Black	1,267,696	1,162,640	-8.3
Asian[a]	62,184	89,399	43.8
American Indian[b]	215,518	250,819	16.4
Other races	7,269	7,181	-1.2
Total	**11,536,453**	**10,758,902**	**-6.7**

[a]Includes Asians, Pacific Islanders, and Hawaiians.

[b]Includes American Indians, Eskimos, and Aleuts.

Table III.3: Data for Figure I.8: Change in Poor Rural and Poor Urban School-Age Population, Rural and Urban Poverty Rates, 1980-90

			Percent change,	Poverty rate	
Number of poor children	1980	1990	1980-90	1980	1990
Rural	2,141,296	2,194,088	2.47	18.6	20.4
Urban	5,011,488	5,377,171	7.3	14.3	16.0
Total	**7,152,784**	**7,571,259**	**5.85**	**15.3**	**17.1**

Table III.4: Data for Figure I.9: Number of Poor Rural and Poor Urban School-Age Children in Families by Type of Parental Employment Status, 1989

	Poor school-age children	
Parents' employment status	Rural	Urban
At least one parent with full-time work	517,276	834,151
At least one parent with part-time or part-year work	851,949	1,923,176
No parent employed	602,665	2,078,360
Total	**1,971,890**	**4,835,687**

Table III.5: Data for Figure I.10: Minority School-Age Children a Disproportionate Share of Rural Poor, 1980 and 1990

Year	Minorities as a percentage of entire rural population	Minorities as a percentage of rural poor population
1980	17.6	38.8
1990	19.2	40.1

Table III.6: Data for Figures I.11 and I.12: Racial and Ethnic Composition of Poor Rural School-Age Children, 1980-90

	Number of poor rural school-age children		
Race/ethnicity	1980	1990	Numerical change, 1980-90
White	1,310,409	1,314,701	4,292
Hispanic	154,007	208,818	54,811
Black	583,428	550,503	-32,925
Asian[a]	9,452	12,942	3,490
American Indian[b]	82,331	105,139	22,808
Other races	1,669	1,985	316
Total	**2,141,296**	**2,194,088**	**52,792**

[a]Includes Asians, Pacific Islanders, and Hawaiians.

[b]Includes American Indians, Eskimos, and Aleuts.

Table III.7: Data for Figure I.13: Poverty Rates of Rural and Urban School-Age Children, by Race and Ethnicity, 1990

	Number of school-age children			
	Rural		Urban	
Race/ethnicity	Poor	Total	Poor	Total
White	1,314,701	8,691,783	1,814,268	22,164,884
Hispanic	208,818	557,080	1,396,047	4,595,350
Black	550,503	1,162,640	1,885,647	5,298,562
Asian[a]	12,942	89,399	215,413	1,303,325
American Indian[b]	105,139	250,819	50,171	181,068
Other races	1,985	7,181	15,625	64,187
Total	**2,194,088**	**10,758,902**	**5,377,171**	**33,607,376**

[a]Includes Asians, Pacific Islanders, and Hawaiians.

[b]Includes American Indians, Eskimos, and Aleuts.

Table III.8: Data for Figure I.15: Number of Poor Rural and Poor Urban School-Age Children in Each Type of Family, 1990

	Poor children	
Family composition	**Rural**	**Urban**
Married-couple	1,071,510	1,929,961
Single-female-parent	1,015,987	3,188,758
Single-male-parent	106,591	258,452
Total	**2,194,088**	**5,377,171**

Table III.9: Data for Figure I.16: Number of All and Poor School-Age Children in Single-Female-Parent Families in Rural and Urban Areas, 1990

	Number of school-age children		
Single-female-parent families	**1980**	**1990**	**Numerical change, 1980-90**
All urban	6,788,605	7,274,565	485,960
Urban poor	2,922,623	3,188,758	266,135
All rural	1,635,823	1,876,503	240,680
Rural poor	806,757	1,015,987	209,230

Table III.10: Data for Figure I.17: Number of School-Age Children, by Education Status of Parents, Poverty Status, and Geography, 1990

	Number of school-age children		
Education status of most educated parent	**Poor urban**	**Poor rural**	**All nonpoor**
Grade school or less	754,556	228,393	996,876
Some high school	1,502,413	571,015	2,401,794
High school graduate	1,490,585	753,407	9,411,221
Some college/AA degree	1,084,045	438,413	12,281,223
BA or more	265,662	90,515	10,968,082
Total	**5,097,261**	**2,081,743**	**36,059,196**

Table III.11: Data for Figure I.19: State Rural School-Age Poverty Rates, 1990

State[a]	Less than 14%	State	14% to 20.3%	State	More than 20.3%
Alaska	10.8	California	19.4	Alabama	27.5
Connecticut	7.6	Colorado	18.3	Arizona	29.3
Hawaii	13.2	Delaware	14.9	Arkansas	26.5
Indiana	12.2	Idaho	15.4	Florida	21.7
Iowa	13.3	Illinois	15.7	Georgia	24.0
Maine	13.2	Kansas	14.5	Kentucky	28.0
Maryland	13.4	Michigan	16.1	Louisiana	36.2
Massachusetts	10.8	Minnesota	14.0	Mississippi	36.1
Nebraska	13.4	Montana	19.6	Missouri	20.9
Nevada	10.1	North Carolina	20.3	New Mexico	30.5
New Hampshire	7.4	North Dakota	19.4	Oklahoma	24.4
New York	13.8	Ohio	16.8	South Carolina	25.4
Rhode Island	8.8	Oregon	16.5	South Dakota	21.6
Vermont	11.6	Pennsylvania	16.0	Tennessee	21.2
Wisconsin	12.8	Utah	14.1	Texas	28.4
Wyoming	12.6	Virginia	15.8	West Virginia	26.6
		Washington	17.7		

[a]The District of Columbia and New Jersey are not included in this list because they do not contain nonmetropolitan counties.

Table III.12: Data for Figure I.20: Change in Poor and Nonpoor Rural School-Age Children in 10 States With the Greatest Numerical Growth of Poor Rural Children, 1980-90

	Number of school-age children					
	Poor rural			Nonpoor rural		
States	1980	1990	Numerical change, 1980-90	1980	1990	Numerical change, 1980-90
Texas	144,525	180,218	35,693	479,784	454,510	-25,274
California	29,350	45,754	16,404	160,272	190,585	30,313
Ohio	62,465	76,317	13,852	440,886	376,738	-64,148
Louisiana	87,402	100,871	13,469	221,575	178,188	-43,387
Arizona	33,986	46,938	12,952	105,529	113,519	7,990
New Mexico	42,184	53,800	11,616	124,540	122,733	-1,807
Oklahoma	50,700	60,127	9,427	211,218	186,821	-24,397
Michigan	48,989	57,556	8,567	342,017	299,918	-42,099
Washington	21,271	29,383	8,112	139,877	137,128	-2,749
Illinois	48,159	56,234	8,075	366,420	302,282	-64,138

Table III.13: Data for Figure I.21: Percent of Poor Rural School-Age Children Who Are Minorities, by State, 1990

Less than 20-percent minority		20- to 50-percent minority		More than 50-percent minority	
State[a]	Percent minority	State	Percent minority	State	Percent minority
Illinois	12.6	Arkansas	43.8	Alabama	64.8
Indiana	7.4	Colorado	38.5	Alaska	59.6
Iowa	5.7	Connecticut	23.6	Arizona	73.9
Kansas	18.8	Florida	48.6	California	53.5
Kentucky	7.2	Idaho	21.7	Delaware	56.2
Maine	3.5	Montana	26.6	Georgia	64.5
Massachusetts	16.3	Nevada	40.0	Hawaii	68.1
Michigan	11.2	North Dakota	25.4	Louisiana	64.0
Minnesota	13.2	Oklahoma	39.6	Maryland	51.4
Missouri	11.2	Rhode Island	22.4	Mississippi	78.5
Nebraska	13.2	South Dakota	37.2	New Mexico	81.9
New Hampshire	4.2	Utah	20.9	North Carolina	65.4
New York	8.7	Virginia	34.4	South Carolina	79.1
Ohio	6.9	Washington	25.8	Texas	68.3
Oregon	18.5	Wyoming	25.0		
Pennsylvania	3.5				
Tennessee	19.0				
Vermont	2.8				
West Virginia	6.7				
Wisconsin	10.8				

[a]The District of Columbia and New Jersey are not included in this list because they do not contain nonmetropolitan counties.

Table III.14: Data for Figure I.24: Number and Percent of Rural and Urban Counties and Poor School-Age Children Affected by Proposed County Eligibility Criteria for Chapter 1 Basic Grants

	Rural	Urban	Total
Number of counties affected	98	4	**102**
Percent of all counties	3.1	0.1	**3.3**
Percent of all rural counties	4.1	[a]	[a]
Percent of all urban counties	[a]	0.5	[a]
Number of poor children affected	5,925	282	**6,207**
Percent of all poor children	0.08	0.004	**0.08**
Percent of all poor rural children	0.27	[a]	[a]
Percent of all poor urban children	[a]	0.01	[a]

[a]Not applicable.

Table III.15: Data for Figure I.25: Number and Percent of Rural and Urban Counties and Poor School-Age Children Affected by Proposed County Eligibility Criteria for Chapter 1 Concentration Grants

	Rural	Urban	Total
Number of counties affected	341	78	**419**
Percent of all counties	10.9	2.5	**13.3**
Percent of all rural counties	14.3	[a]	[a]
Percent of all urban counties	[a]	10.3	[a]
Number of poor children affected	259,416	201,531	**460,947**
Percent of all poor children	3.4	2.7	**6.1**
Percent of all poor rural children	11.8	[a]	[a]
Percent of all poor urban children	[a]	3.8	[a]

[a]Not applicable.

Detailed Tables on Characteristics of School-Age Children

Table IV.1: Change in Number of Rural and All School-Age Children, by State, 1980-90

	Rural school-age children			All school-age children		
State	1980	1990	Percent change, 1980-90	1980	1990	Percent change, 1980-90
Alabama	300,465	259,474	-13.6	858,600	767,971	-10.6
Alaska	51,916	70,000	34.8	89,116	113,568	27.4
Arizona	139,515	160,457	15.0	566,188	671,768	18.7
Arkansas	300,480	269,106	-10.4	489,972	449,659	-8.2
California	189,622	236,339	24.6	4,566,115	5,199,633	13.9
Colorado	114,123	117,376	2.9	581,651	595,709	2.4
Connecticut	44,030	38,966	-11.5	629,496	512,941	-18.5
District of Columbia	0	0	0.0	106,154	76,328	-28.1
Delaware	41,994	39,446	-6.1	123,212	112,183	-9.0
Florida	164,265	183,751	11.9	1,757,803	1,970,207	12.1
Georgia	474,858	443,271	-6.7	1,218,262	1,212,378	-0.5
Hawaii	42,535	53,138	24.9	194,025	193,291	-0.4
Idaho	173,521	182,010	4.9	209,966	223,457	6.4
Illinois	414,579	358,516	-13.5	2,374,661	2,064,625	-13.1
Indiana	390,879	339,045	-13.3	1,183,063	1,037,463	-12.3
Iowa	343,403	294,282	-14.3	597,819	515,507	-13.8
Kansas	223,282	216,423	-3.1	461,631	464,760	0.7
Kentucky	437,956	383,568	-12.4	788,745	692,926	-12.2
Louisiana	308,977	279,059	-9.7	957,272	879,801	-8.1
Maine	157,314	145,386	-7.6	238,248	217,396	-8.8
Maryland	60,853	58,209	-4.3	877,891	787,303	-10.3
Massachusetts	93,595	90,167	-3.7	1,139,445	922,389	-19.1
Michigan	391,006	357,474	-8.6	2,036,320	1,724,338	-15.3
Minnesota	309,044	283,305	-8.3	853,573	815,890	-4.4
Mississippi	428,360	388,271	-9.4	594,114	544,892	-8.3
Missouri	338,619	322,425	-4.8	992,900	928,061	-6.5
Montana	125,309	122,772	-2.0	164,631	159,483	-3.1
Nebraska	174,703	162,064	-7.2	320,101	304,533	-4.9
Nevada	28,764	37,991	32.1	154,530	196,301	27.0
New Hampshire	82,258	85,532	4.0	192,812	190,057	-1.4
New Jersey	0	0	0.0	1,510,440	1,247,037	-17.4
New Mexico	166,724	176,533	5.9	298,112	314,557	5.5
New York	322,952	282,493	-12.5	3,495,749	2,940,652	-15.9
North Carolina	582,154	514,035	-11.7	1,239,196	1,130,331	-8.8

(continued)

State	Rural school-age children 1980	Rural school-age children 1990	Percent change, 1980-90	All school-age children 1980	All school-age children 1990	Percent change, 1980-90
North Dakota	89,781	78,132	-13.0	135,169	125,552	-7.1
Ohio	503,351	453,055	-10.0	2,278,156	1,984,596	-12.9
Oklahoma	261,918	246,948	-5.7	611,943	601,125	-1.8
Oregon	176,102	165,352	-6.1	510,688	506,129	-0.9
Pennsylvania	380,366	319,171	-16.1	2,339,525	1,958,599	-16.3
Rhode Island	13,693	11,883	-13.2	184,169	156,283	-15.1
South Carolina	294,025	271,656	-7.6	694,852	654,731	-5.8
South Dakota	108,858	102,075	-6.2	145,621	141,274	-3.0
Tennessee	332,950	285,383	-14.3	960,966	866,983	-9.8
Texas	624,309	634,728	1.7	3,097,263	3,393,775	9.6
Utah	81,630	108,150	32.5	343,591	451,507	31.4
Vermont	83,432	78,618	-5.8	107,395	99,666	-7.2
Virginia	334,346	288,917	-13.6	1,094,811	1,040,419	-5.0
Washington	161,148	166,511	3.3	813,578	867,206	6.6
West Virginia	266,284	217,948	-18.2	409,692	331,875	-19.0
Wisconsin	336,353	308,198	-8.4	997,899	910,922	-8.7
Wyoming	69,852	71,293	2.1	99,056	98,241	-0.8
Total	**11,536,453**	**10,758,902**	**-6.7**	**46,686,187**	**44,366,278**	**-5.0**

Table IV.2: Change in Number of Poor Rural and All Poor School-Age Children, by State, 1980-90

State	Poor rural school-age children 1980	Poor rural school-age children 1990	Percent change, 1980-90	All poor school-age children 1980	All poor school-age children 1990	Percent change, 1980-90
Alabama	82,097	71,258	-13.2	198,674	178,559	-10.1
Alaska	7,610	7,572	-0.5	10,207	10,910	6.9
Arizona	33,986	46,938	38.1	90,072	136,626	51.7
Arkansas	75,337	71,335	-5.3	111,691	107,170	-4.0
California	29,350	45,754	55.9	651,039	897,104	37.8
Colorado	16,060	21,530	34.1	63,062	82,083	30.2
Connecticut	3,808	2,943	-22.7	65,610	50,611	-22.9
District of Columbia	0	0	0.0	27,949	18,375	-34.3
Delaware	7,090	5,856	-17.4	18,098	12,342	-31.8
Florida	39,900	39,956	0.1	311,021	344,969	10.9
Georgia	119,570	106,257	-11.1	249,998	229,402	-8.2
Hawaii	4,873	7,029	44.2	22,721	20,316	-10.6
Idaho	24,976	28,090	12.5	28,254	32,279	14.2

(continued)

State	Poor rural school-age children			All poor school-age children		
	1980	1990	Percent change, 1980-90	1980	1990	Percent change, 1980-90
Illinois	48,159	56,234	16.8	336,783	328,801	-2.4
Indiana	44,301	41,366	-6.6	130,984	132,837	1.4
Iowa	42,106	39,150	-7.0	64,847	65,378	0.8
Kansas	26,413	31,428	19.0	49,397	59,578	20.6
Kentucky	114,766	107,453	-6.4	168,030	161,587	-3.8
Louisiana	87,402	100,871	15.4	221,714	267,555	20.7
Maine	26,042	19,127	-26.6	36,249	26,853	-25.9
Maryland	8,904	7,813	-12.3	104,310	82,612	-20.8
Massachusetts	11,273	9,736	-13.6	140,978	112,691	-20.1
Michigan	48,989	57,556	17.5	254,479	288,557	13.4
Minnesota	43,305	39,660	-8.4	80,983	93,242	15.1
Mississippi	144,265	140,313	-2.7	180,439	177,895	-1.4
Missouri	61,483	67,446	9.7	139,765	150,951	8.0
Montana	17,051	24,111	41.4	21,083	29,340	39.2
Nebraska	23,467	21,786	-7.2	37,105	36,655	-1.2
Nevada	3,128	3,841	22.8	14,653	23,065	57.4
New Hampshire	9,018	6,331	-29.8	17,314	12,117	-30.0
New Jersey	0	0	0.0	202,184	134,371	-33.5
New Mexico	42,184	53,800	27.5	64,849	82,984	28.0
New York	47,337	38,874	-17.9	626,784	531,845	-15.1
North Carolina	128,420	104,268	-18.8	221,699	180,954	-18.4
North Dakota	14,924	15,160	1.6	18,941	19,931	5.2
Ohio	62,465	76,317	22.2	279,040	322,358	15.5
Oklahoma	50,700	60,127	18.6	92,894	120,018	29.2
Oregon	21,896	27,356	24.9	55,332	67,926	22.8
Pennsylvania	48,733	50,898	4.4	310,663	284,692	-8.4
Rhode Island	1,832	1,050	-42.7	23,353	19,306	-17.3
South Carolina	75,304	69,031	-8.3	143,925	131,053	-8.9
South Dakota	24,443	22,052	-9.8	28,336	26,501	-6.5
Tennessee	74,102	60,518	-18.3	194,569	169,437	-12.9
Texas	144,525	180,218	24.7	573,661	794,774	38.5
Utah	10,662	15,214	42.7	33,895	49,183	45.1
Vermont	12,053	9,121	-24.3	14,048	10,695	-23.9
Virginia	58,446	45,541	-22.1	158,083	129,565	-18.0
Washington	21,271	29,383	38.1	84,403	111,198	31.8
West Virginia	55,082	57,927	5.2	74,934	79,980	6.7

(continued)

State	Poor rural school-age children			All poor school-age children		
	1980	1990	Percent change, 1980-90	1980	1990	Percent change, 1980-90
Wisconsin	36,796	39,493	7.3	96,167	121,585	26.4
Wyoming	5,392	9,000	66.9	7,515	12,443	65.6
Total	**2,141,296**	**2,194,088**	**2.5**	**7,152,784**	**7,571,259**	**5.9**

Table IV.3: Race and Ethnicity of All School-Age Children, by State, 1990

State	Hispanic	Non-Hispanic				
		White	Black	Asian[a]	American Indian[b]/ other races	Total
Alabama	5,209	503,716	249,196	4,534	5,316	**767,971**
Alaska	4,183	79,362	4,690	3,714	21,619	**113,568**
Arizona	177,412	407,348	23,193	9,311	54,504	**671,768**
Arkansas	4,948	339,827	99,248	2,725	2,911	**449,659**
California	1,776,753	2,416,499	414,026	544,272	48,083	**5,199,633**
Colorado	103,190	449,142	26,258	11,683	5,436	**595,709**
Connecticut	49,978	397,861	53,759	9,218	2,125	**512,941**
Delaware	3,699	82,345	24,229	1,474	436	**112,183**
District of Columbia	4,315	8,686	62,095	967	265	**76,328**
Florida	269,182	1,255,742	407,996	28,941	8,346	**1,970,207**
Georgia	18,971	772,822	402,023	15,209	3,353	**1,212,378**
Hawaii	20,780	50,165	4,605	115,850	1,891	**193,291**
Idaho	14,728	202,790	777	1,921	3,241	**223,457**
Illinois	220,372	1,400,595	380,770	57,082	5,806	**2,064,625**
Indiana	24,657	902,562	99,936	6,565	3,743	**1,037,463**
Iowa	8,271	488,780	11,007	5,436	2,013	**515,507**
Kansas	23,662	397,750	31,409	6,828	5,111	**464,760**
Kentucky	4,419	625,133	58,224	3,598	1,552	**692,926**
Louisiana	18,005	516,385	330,689	9,421	5,301	**879,801**
Maine	1,757	211,591	869	1,668	1,511	**217,396**
Maryland	22,339	506,145	228,857	26,330	3,632	**787,303**
Massachusetts	67,638	765,867	54,127	26,584	8,173	**922,389**
Michigan	50,256	1,351,460	284,001	23,276	15,345	**1,724,338**
Minnesota	13,795	743,345	22,392	23,006	13,352	**815,890**
Mississippi	3,307	288,843	247,374	3,078	2,290	**544,892**
Missouri	14,542	778,487	122,226	7,691	5,115	**928,061**
Montana	3,520	142,046	396	711	12,810	**159,483**
Nebraska	9,282	275,129	14,009	2,703	3,410	**304,533**

(continued)

State	Hispanic	Non-Hispanic				
		White	Black	Asian[a]	American Indian[b]/ other races	Total
Nevada	25,915	143,926	16,286	6,456	3,718	**196,301**
New Hampshire	2,854	183,632	1,309	1,743	519	**190,057**
New Jersey	150,172	838,928	197,986	54,771	5,180	**1,247,037**
New Mexico	143,657	126,428	6,193	2,567	35,712	**314,557**
New York	446,425	1,845,773	513,968	115,966	18,520	**2,940,652**
North Carolina	12,822	773,450	314,749	9,863	19,447	**1,130,331**
North Dakota	1,426	115,622	723	516	7,265	**125,552**
Ohio	34,389	1,674,544	250,617	18,097	6,949	**1,984,596**
Oklahoma	23,207	451,163	54,570	6,474	65,711	**601,125**
Oregon	27,364	445,848	10,120	13,611	9,186	**506,129**
Pennsylvania	56,162	1,660,096	208,625	28,471	5,245	**1,958,599**
Rhode Island	10,347	132,234	7,386	4,128	2,188	**156,283**
South Carolina	5,713	393,079	249,879	4,252	1,808	**654,731**
South Dakota	1,580	123,442	743	803	14,706	**141,274**
Tennessee	6,724	675,777	175,233	6,577	2,672	**866,983**
Texas	1,125,274	1,737,734	451,089	64,933	14,745	**3,393,775**
Utah	23,023	411,969	2,136	7,746	6,633	**451,507**
Vermont	834	97,098	493	639	602	**99,666**
Virginia	27,630	746,043	232,028	31,035	3,683	**1,040,419**
Washington	53,788	719,239	31,423	44,064	18,692	**867,206**
West Virginia	1,806	316,423	11,207	1,637	802	**331,875**
Wisconsin	25,259	796,319	65,345	14,053	9,946	**910,922**
Wyoming	6,889	87,477	713	526	2,636	**98,241**
Total	**5,152,430**	**30,856,667**	**6,461,202**	**1,392,724**	**503,255[c]**	**44,366,278**

[a]Includes Asians, Pacific Islanders, and Hawaiians.

[b]Includes American Indians, Eskimos, and Aleuts.

[c]The total number of American Indians, Eskimos, and Aleuts is 431,887. The total number for Other Races is 71,368.

Table IV.4: Race and Ethnicity of All Poor School-Age Children, by State, 1990

		Non-Hispanic				
State	Hispanic	White	Black	Asian[a]	American Indian[b]/ other races	Total
Alabama	1,066	60,721	114,680	803	1,289	**178,559**
Alaska	395	4,788	586	230	4,911	**10,910**
Arizona	58,607	41,502	7,435	1,198	27,884	**136,626**
Arkansas	1,569	55,011	49,465	428	697	**107,170**
California	464,724	195,868	118,129	107,485	10,898	**897,104**
Colorado	31,166	39,393	8,085	1,838	1,601	**82,083**
Connecticut	20,070	16,269	13,571	409	292	**50,611**
District of Columbia	971	248	16,968	106	82	**18,375**
Delaware	891	4,345	6,978	71	57	**12,342**
Florida	63,888	117,641	158,109	3,485	1,846	**344,969**
Georgia	4,040	69,559	153,430	1,667	706	**229,402**
Hawaii	3,559	4,117	507	11,822	311	**20,316**
Idaho	4,828	25,821	123	341	1,166	**32,279**
Illinois	52,582	114,039	156,208	4,870	1,102	**328,801**
Indiana	4,668	89,395	37,309	450	1,015	**132,837**
Iowa	1,837	56,519	5,083	1,193	746	**65,378**
Kansas	5,131	39,910	11,821	1,364	1,352	**59,578**
Kentucky	1,080	134,072	25,332	607	496	**161,587**
Louisiana	3,999	76,469	181,431	3,233	2,423	**267,555**
Maine	270	25,788	216	216	363	**26,853**
Maryland	2,589	28,158	49,429	1,897	539	**82,612**
Massachusetts	31,967	56,427	16,052	6,061	2,184	**112,691**
Michigan	13,892	145,947	121,314	3,110	4,294	**288,557**
Minnesota	3,826	65,033	10,027	7,964	6,392	**93,242**
Mississippi	956	40,475	134,317	1,219	928	**177,895**
Missouri	2,722	99,002	46,862	1,127	1,238	**150,951**
Montana	1,166	21,563	83	141	6,387	**29,340**
Nebraska	2,280	26,856	5,432	393	1,694	**36,655**
Nevada	5,047	11,251	5,058	685	1,024	**23,065**
New Hampshire	437	11,102	213	243	122	**12,117**
New Jersey	40,952	38,506	50,887	2,899	1,127	**134,371**
New Mexico	48,358	14,852	1,890	443	17,441	**82,984**
New York	184,199	168,390	157,460	16,610	5,186	**531,845**
North Carolina	2,810	65,546	105,765	1,447	5,386	**180,954**

(continued)

State	Hispanic	Non-Hispanic				
		White	Black	Asian[a]	American Indian[b]/ other races	Total
North Dakota	379	15,479	89	75	3,909	**19,931**
Ohio	10,021	202,782	105,227	2,219	2,109	**322,358**
Oklahoma	7,943	68,005	22,467	837	20,766	**120,018**
Oregon	8,309	51,350	3,273	2,468	2,526	**67,926**
Pennsylvania	24,867	173,819	79,120	5,476	1,410	**284,692**
Rhode Island	4,016	11,073	2,410	1,270	537	**19,306**
South Carolina	1,005	34,034	95,080	448	486	**131,053**
South Dakota	379	17,077	175	105	8,765	**26,501**
Tennessee	1,469	95,530	70,728	1,015	695	**169,437**
Texas	444,766	166,239	170,733	9,866	3,170	**794,774**
Utah	5,323	39,035	677	1,272	2,876	**49,183**
Vermont	124	10,174	142	45	210	**10,695**
Virginia	2,884	56,719	67,110	2,279	573	**129,565**
Washington	16,876	71,290	8,613	8,366	6,053	**111,198**
West Virginia	527	73,917	5,101	108	327	**79,980**
Wisconsin	7,696	68,589	34,744	6,407	4,149	**121,585**
Wyoming	1,739	9,274	206	44	1,180	**12,443**
Total	**1,604,865**	**3,128,969**	**2,436,150**	**228,355**	**172,920[c]**	**7,571,259**

[a]Includes Asians, Pacific Islanders, and Hawaiians.

[b]Includes American Indians, Eskimos, and Aleuts.

[c]The total number of American Indians, Eskimos, and Aleuts is 155,310. The total number for Other Races is 17,610.

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